

The A.T.A. Magazine

Official Organ of the Alberta Teachers' Alliance

MAGISTRI NEQUE SERVI



VOL. II.

Edmonton, Alberta, July, 1921



No. 2

And We Need It in Alberta—Unity Among Teachers

It is obvious that there *are great testing times ahead* for the teachers, and that makes it more than ever necessary that there should be *no divisions* in the ranks.

The *Teachers' Union has done great things*. It has improved salaries, and has made the actual work in the schools much more of a pleasure than it was twenty years ago.

It can hold what has been won only if the teachers themselves are *united*. For the next few years that is the great task—to hold what has been won. It will be a task.

There are enemies of education actively at work everywhere, and there are practically no defenders of education except the teachers. They must be determined, and, above all, united. *In these days it is impossible to understand the mental attitude of any man or any woman who keeps out of the great organization of teachers in his own country.*

Unity in face of the enemy is essential. The danger is great for every teacher, and the only way to save the situation is for everybody to *back up the leaders*.

—FROM "THE JOURNAL OF EDUCATION," LONDON

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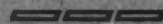
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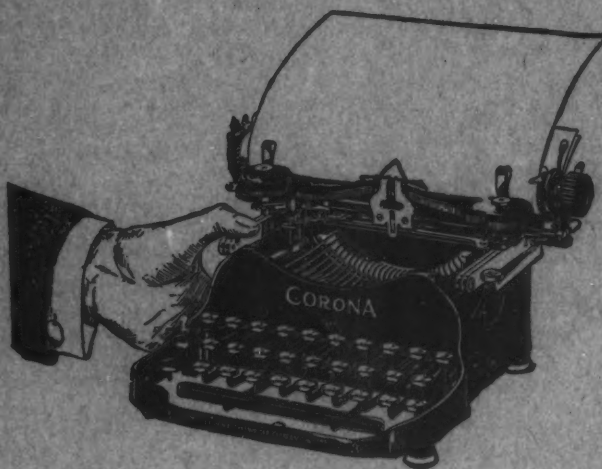


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The A. T. A. Magazine

MAGISTRI NEQUE SERVI

Official Organ of the Alberta Teachers' Alliance
Published on the Tenth of Each Month

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Immediate Past President, T. E. A. Stanley, Calgary.

Vice-President, Chas. E. Peasley, Medicine Hat.

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Medicine Hat; R. V. Howard, Edmonton; C. S. Edwards, Ed-
monton.

BUSINESS MANAGER: John W. Barnett, Edmonton.

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Vol. II.

Edmonton, Alberta, July, 1921

No. 2

CASTOR SCHOOL BOARD
WAINWRIGHT S. D., No. 1658
HASTINGS LAKE S. D., No. 2939
UNION JACK S. D., No. 1865
MacEWAN S. D., No. 1663
GLENWOOD CONSOLIDATED, No. 32
TAIMI S. D., No. 3076

Candidates selected for the above posts, who are
members of the A. T. A., are earnestly requested to
apply for information to

JOHN W. BARNETT,

General Secretary-Treasurer,
Alberta Teachers' Alliance,

10701 University Avenue, Edmonton.

Official Announcements

RE MEMBERSHIP FEES

The membership fees for the present year ending
Easter, 1922, have not been increased, but the last
Annual General Meeting passed the following reso-
lution:

"Resolved that the Alberta Teachers' Alliance
recommend to the Canadian Teachers' Federa-
tion, that every member of the affiliated organ-
izations comprising the Canadian Teachers'
Federation be assessed One Dollar as a reserve
fund for contingencies."

It is reasonably certain that when the C.T.F. Con-
vention meets in August the above proposal will
carry unanimously. Alberta has given its endorssa-
tion to the proposal and many of the other affiliated

organizations have done likewise. Therefore it is as
well for members of the A.T.A. to follow suit with
the other provinces and collect their quota of the
Contingency Fund without delay. No time is more
opportune than when the members pay their annual
membership fee. This means that, in addition to the
sum required by the A.T.A. One Dollar more should
be collected for the C.T.F. Contingency Fund. There
is, however, a large number of our members who
have contributed to the Edmonton Fund, and these
members will NOT be required to contribute further
to the C.T.F. Contingency Fund.

To prevent any possible chance of misunderstand-
ing the following table is given.

PAYMENTS REQUIRED OF MEMBERS

| Annual Salary— | Subscription Assessment | | | |
|--|---------------------------------|------------------------------|-----------------------------------|--------|
| | Membership Dues to A.T.A. | to The A.T.A. Magazine | for C.T.F. Contingency Fund | Total |
| (1) Under \$1500 ... | \$4.00 | \$1.00 | \$1.00 | \$6.00 |
| (2) \$1500 but less than \$2000 ... | 6.00 | 1.00 | 1.00 | 8.00 |
| (3) \$2000 but less than \$2500 ... | 8.00 | 1.00 | 1.00 | 10.00 |
| (4) \$2500 and over | 9.00 | 1.00 | 1.00 | 11.00 |

N.B. (1) Those who have already paid into the Ed-
monton Fund will deduct \$1.00 from the above
total.

(2) The subscription to the A.T.A. Magazine is
not compulsory, but no loyal member of the
Alliance should withhold the \$1.00 subscription.

Alberta was the first Provincial organization to
pass on the Contingency Fund, and each and every
member should therefore carry out both in spirit
and letter the unanimous resolution passed by the
delegates in the Annual General Meeting.

Secretaries of locals are earnestly requested to do
their best to obtain the annual membership dues
before the Midsummer vacation. A collection drive
now will be most acceptable to Headquarters.

TEACHERS IN DIFFICULTIES

Members are urgently requested not to prejudice
their case by acting without having previously re-
ceived advice. Several cases have recently been
brought to our notice where teachers have been
stampeded into action—have even resigned—and
thereby rendered it impossible for the Alliance to
be of assistance.

1. If you are a member of a Local Alliance, refer
your case to the Local Executive, and if they so re-
commend, the matter may be referred to Headquar-
ters. A report should be forwarded by the Local
Executive. Many cases may be more expeditiously
and successfully dealt with by the Local Alliance
than by the Provincial Alliance. Local organizations
should function wherever possible.

2. If a member at large, a letter, lettergram or
long distance 'phone call will be promptly attended
to, and the necessary advice tendered.

JOHN W. BARNETT,

General Secretary-Treasurer.

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Deputy Provincial Treasurer,
Parliament Buildings, Edmonton, Alberta.

... Editorial ...

THE ELECTION

Now that another provincial election is upon us, we Alliance members ought to do some clear thinking and some careful remembering. The old party affiliations are no doubt strong with many of us, but as members of a militant organization we must be class-conscious. We have even more right than the farmers to be loyal to our organization, since better conditions in the work of teaching mean better education. When the teachers suffer—the educational system suffers: no one doubts that for a moment. We ought therefore to support only those candidates in the field whose educational policy is sound, and whose attitude towards our teachers' organization is favorable. If the Social Service League asks each candidate to declare himself on the question of prohibition, with how much greater reason can we ask each candidate to state his position in regard to education and the teaching profession.

And it must be borne in mind that this matter cannot be left merely in the hands of individual members. There must be studied, organized, and concerted effort. Locals should take up this matter immediately in each district. Throttle party prejudice and abandon fear. Teachers have nothing to lose by fighting in the open, and with vigor.

THE WAINWRIGHT AFFAIR

From a perusal of Mr. Barnett's report, which appears in this issue, one can understand easily enough the trouble at Wainwright. It is a clear illustration of the fundamental weakness of clause 5 of the new departmental form of teachers' agreement, which makes it possible that a teacher may be dismissed before any investigation or inquiry is held. By all means the inquiry ought to precede the notice of dismissal. During the controversy with the Minister of Education over the agreement form, this very point was strongly emphasized; the Minister was quite properly charged with a breach of faith because the form he finally approved differed from the form originally proposed by reversing the order of inquiry and dismissal. We criticized this change at the time on psychological grounds, and it must now be clear that our criticism was just. Would any one who lays claim to even a tincture of psychology doubt that a school board after once resolving to dismiss a teacher will, nine times out of ten, stand by that resolution at any subsequent hearing or inquiry. For no board will stultify itself by appearing either irresolute or inefficient in the eyes of the rate-payers: if it rescinds the resolution to dismiss the teacher it will be charged with inefficiency in having acted precipitately, without full knowledge of the facts; or it will incur the ignominy of "backing down," or "getting scared," or "never knowing its own mind."

It should now be realized by the Department, by the Trustees Association, and by all Alliance members, that when the Alliance executive started the "drive" for substitute clause 5, it did not act hastily, but only after a great deal of deliberation, labor, and expense. That clause was as sound as expert legal draughtsmanship could make it; it was endorsed by

the full board of the U.F.A. executive; it was favored by a many trustee boards. But it was "turned down" because of a fear that the teachers' organization might become too strong—might develop political power by July 18th. The principles of co-operation, fair hearing, and protection by a chosen representative did not countervail against political considerations. Although the election has been called at a time when many of the teachers are on vacation, these things will, nevertheless, not be forgotten by those who remain to vote.

Marginalia

THE EXAMINATIONS.

According to a report which appears in the Camrose Canadian, and, we believe, in several other dailies, the Minister of Education has stated that there are 2000 more Grade VIII candidates from the rural districts writing this year than last. The Minister's statement, however, must be in error because the facts show that there are no more than 4000 students writing this year. Now last year there were approximately 3700 students writing. Moreover there are about 400 more candidates writing in Calgary and Edmonton than last year. The result is that in the rural districts there are, to say the least, no more writing than last year; in fact, not so many.

* * *

The Scottish Teachers' Organization is called the Educational Institute of Scotland. Out of a total of 24,634 teachers in Scotland, 22,777 are members of the Institute.

—"The Scottish Educational Journal."

* * *

The late Prof. Greenwood of Kansas City had in mind the introduction of checkers as a class subject in the schools. Recently the Los Angeles Polytechnic Institute placed the game on its recreational program. Occasionally we hear of college chess and checker clubs with their tournaments and team matches in midwinter while college athletics are hibernating. But the real move toward recognizing the educational value of checkers is now being made in Australia by H. F. Treharne, B.A., of Sydney, editor of the New South Wales Teacher and Tutorial Guide, who devotes a column regularly to the game with the object of showing teachers how to teach the game as a class subject in the schools of New South Wales.

"The American Checker Monthly."

Now hasn't checkers more educational value than biscuit-rolling? Truly! The High School Curriculum Committee might do worse than look into this suggestion. In the meantime our checker fans might induce Ye Editor to conduct a checker department in this Magazine. What do you say?

* * *

A short time ago we ran through the line of anti-Alliance editorials which "The Edmonton Bulletin" has been lucubrating—isn't that the word?—for the past few months. Some have boxed headings—hot from the forge of "Ipse Dixit"; others differing not a whit in studied virulence, betray a rankling grouch, and fugitive ideation. Their chief interest, however, lies in the bourgeois prejudices which they disclose against the idea of teachers' organizing. A teachers' organization is all right but—teachers shouldn't use it. A few samples of this ideology will serve to illustrate.

Teachers shouldn't strike. An editorial of April 19th, "The Strike that Failed," shows that it is bad for the "profession." "The theory that teaching is a profession . . . has been shot to pieces." Besides, the teachers were prepared to throw away a year's work on the part of every High School student, and yet the tax-payers would rather close the schools

"than allow the Soviet principle to be established in the educational system." And if the schools were closed the teachers would be blamed for all the consequences—not the dear taxpayers, oh no; oh no indeed! The workers' organization is always wrong—never the employer!

Then again, the Alliance must not try to claim "the standing of a profession and the principles of a trades-union," according to an admonishment of April 25th. The service of a trades-unionist is tangible and material according to an accepted standard, whereas the professional man has no such standard and must work to the limit of his ability—for a consideration! Teachers, being presumably members of a profession have no fixed standard of efficiency. If they do adopt the protective measures of trades-unionism, inefficiency results; witness, the results of last year's examinations. When the teacher must take orders from the Alliance instead of from the school board, the natural incentive to efficiency—advancement—is taken away. And of course the excellent taxpayer would not then be able to have teachers "fired" on a mere whim. And so teachers ought to be professional men and work to the limit of their ability, and ask for very high fees or salaries—not wages. Wrong again, dear reader, that best of men, the tax-payer, wouldn't stand for it. What remains then? Oh, let teachers just keep working and sweating away as individuals while the all-wise school board dangles the bait of advancement, or throws a sop now and again. Think of trying to palm off such sophistry on intelligent teachers!

But worse yet. A leader of April 26th, entitled "The Importance of Elections," states that "the Alliance succeeded in electing the majority of the (Edmonton) board" in 1920. They boosted salaries, and got teacher representation. What a shocking prostitution of the aims of responsible government. Why if the Citizens' League or any taxpayers' association or any group of tax-payers had succeeded in electing a board on a "cut salaries" issue—that would have been eminently just, proper, delectable, and laudable! In 1921 the Alliance again attempted to manipulate the Edmonton municipal elections, and give teachers' salaries another "boost"—but, by the gods of war they failed! "Few of the voters guessed at the time how far the conspiracy against efficient educational effort by members of the teaching profession had been carried by the Alliance leaders." And verily the machinations of this terrible camarilla were encoiling the Department of Education itself. "At the recent teachers' convention held in Edmonton, a decision was reached that only teachers selected by the Alliance should mark the mid-summer examination papers. An absolutely false statement, and of a piece with The Bulletin's charging last summer's examination failures to inefficiency caused by Alliance activity.

This leads us naturally to the effusion of May 20th, under the heading, "Preparing for More Trouble," in which, after criticizing President Charlesworth's statement to the press regarding the result of the Edmonton teachers' strike, the statement is made: "The fact emerges that the Teachers' Alliance is out to make trouble, and will stop at no measure of misrepresentation in order to attain that end." Then comes another false statement: "The teachers struck for (1) salary increases, (2) seats on the school board." Of course, the Canadian teachers know that The Bulletin's report of the strike settlement does not tally with Mr. Charlesworth's, but that fact will not do Mr. Charlesworth any harm.

Now one may see at a glance what is behind all this anti-Alliance propaganda on the part of The Bulletin. It is purely and simply opposition to the idea of a teachers' organization developing any power whatever. Teachers should therefore be flattered, coaxed, cajoled, warned, scolded, and bludgeoned away from their organization and its policies. The teachers may organize if they want to, but this Alliance is monstrous, its leaders are "Reds," its policies are subversive of responsible government; and everything that it has done is wrong.

And, of course, everything that it will do will be wrong, because it should never do anything! Now why? The answer peeps forth in hints scattered all through "the dope": the insuperable aversion of the bourgeois tax-payer in regard to any increase in expenditure for such a relatively unimportant thing as education. Edmonton teachers are pretty well paid—well paid indeed as compared with farm laborers at \$35 a month. The sapient discussion of April 28th on the subject: "Qualifications, Salaries and Duties Compared," leads off with the premise that "the nursing profession is, at least, as important to civilized humanity as that of teaching." Then by comparison it is shown that nurses are better trained than teachers but receive less—remuneration, we'll call it, to be safe. Ergo, the Edmonton High School teachers are too well paid as it is. Did it occur to this Bulletin economist that perhaps the nurses are exploited by avaricious tax-payers to a greater extent, even, than are teachers? Not on your life! Please stop being foolish.

—AUTOLYCUS.

There are some economies that are suicidal, and economy on education is one of the straightest roads to national suicide. By all means economize, but be sure we economize on the right things. Simply to say, "Cut off expenditure," is not statesmanlike. When we start to economize, pick out the right things to economize in. For instance, we are spending as much money on tobacco every year as we are spending on education. Out with the pipe rather than out with education. Then we are spending more money on new motor cars than we are spending on the prevention of disease. Then again, let us take the money spent on drink of all kinds. . . . The commonsense way is to find what kinds of spending are most socially valuable, and what kinds of spending are least socially valuable. It is not the expenditure on education or health that should be curtailed, but the huge sums that are being squandered on luxuries.

What is spent in the best sense on education is saved on Poor Law institutions, asylums, hospitals, prisons, and reformatories.

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(Give particulars.)

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TEACHERS—See that your School Board gets one of these forms. Cut it out and send to the Secretary-Treasurer.

Fourth Annual General Meeting of the A.T.A.

By John W. Barnett

The fourth Annual General Meeting of the Alliance was held in the McDougall Methodist Church, Edmonton, during Easter week on the Monday, Tuesday and Thursday. The first session was held at 1 p.m. on Monday, March 28th, the second session at 8 p.m., the third session at 8 p.m. Tuesday evening, the fourth on Thursday afternoon at 4 o'clock and the closing one at 7:30 the same evening.

The preliminaries were scarcely disposed of at the end of the first day, yet, in spite of the fact that preliminaries (so-called) are usually looked upon as uninteresting and regrettable necessities, the 109 delegates present gave much concentration to such matters as the Striking of Sessional and Special Committees—Rules and Procedure, Press, Entertainment, Scrutineers, Grievance, etc. The Reports of the President, Treasurer, General Secretary, District Representatives, Scrutineers. Delegates to other Conventions were followed with wrapt attention and in some cases vigorous debate followed their delivery. The President's Report, which was also delivered before the Alberta Educational Association, was enthusiastically received. A copy of this Report appears in full in this issue. The General Secretary-Treasurer's report appeared in the April-May "A.T.A. Magazine," and that of the Grievance Committee in the June number. In addition to the officers' reports the following reports were delivered:

District Representatives

Calgary—W. W. Scott.

Edmonton—Miss Kate Chegwin.

N. Alberta—Miss Ada I. Wright.

S. W. Alberta—W. W. Crawford.

S. E. Alberta—Mr. Robinson' was not present to give a report.

Delegates

Trustees' Convention—The President.

Alberta Federation of Labor—The Gen. Sec.-Treas.

Trustees and A. T. A. Executives—The Vice-President.

Public School Curriculum Committee—Mr. Geo. Clayton.

Scrutineers

Mr. R. H. Johnston, Chairman.

Grievance

Mr. Geo. Cromie, Chairman.

The fraternal delegates were very heartily welcomed and their addresses much appreciated.

Mr. A. Farmilo represented the American Federation of Labor.

Mr. E. E. Roper represented the Alberta Federation of Labor.

Mr. Herbert Greenfield represented the United Farmers of Alberta.

Unanimous votes of thanks were tendered to the fraternal delegates.

One cannot but be impressed by the manner in which the delegates dealt with the very heavy agenda of business; the quality of the debate throughout was of a high order, and the Locals are indeed to be congratulated on the choice of their representatives to the A. G. M. In spite of the fact that discussion of certain resolutions involved radical differences in viewpoint, and close application of formal procedure, yet the occasions were very few when the President was compelled to use the "Out of order" bludgeon, and officers of the Alliance

showed the Annual General Meeting that they can take a diametrically opposing position on certain questions and fight vigorously in debate without any suspicion of personal bitterness or danger of disruption within the organization. The delegates heartily enjoyed the heavy-weight contest between the President and the Past-president on the matter of taking over the work of the A. E. A.

It was not until the close of the first evening that the meeting was able to enter upon the discussion of the 54 resolutions which had been placed on the agenda, and seven of them were not disposed of by 11 p.m. The delegates assembled on Tuesday evening at 8 o'clock but the standing order of business was by unanimous vote set aside for the purpose of considering a matter of vital interest to the Alliance. This was a consideration of the crisis which had arisen in the cities of Edmonton, Calgary, and Medicine Hat with regard to the attitude of these city School Boards towards the Alliance and the Salary Schedule.

The following delivered addresses on behalf of their locals: A. H. Carr, Calgary; Miss Fowler and Mr. J. T. Cuyler, Medicine Hat; Miss Mary Crawford, Edmonton High; Mr. W. Crawford, Lethbridge. The auditorium was well filled with delegates and other members of the Alliance and the speeches, especially those delivered by teachers from the smaller Locals, showed complete unanimity of feeling throughout the Province and a desire to support strongly the larger Locals. The opinion was expressed on all sides that "the battle of the large city Locals is our battle, and victory or defeat for them means victory or defeat for all." As one delegate expressed it: "It was the grandest 'experience' meeting I ever attended for the number of speakers was legion, and there was no waiting for the next brother to get on his feet." The 1921 Annual General meeting was one to be looked back upon as one of profit and lasting benefit: debate was never dull, waste of time was brought to the minimum, delegates assembled on time, and obviously endeavored to honor the trust imposed upon them. The officials assisting with the routine work of the meeting worked strenuously and effectively, and the meeting from start to finish went with a hearty swing and without any hitch whatever.

The Resolutions

The hoary-headed resolution handed down by successive A. G. M.'s calling for

"The Code of Honor to be amended whereby it would be considered an unprofessional act,—

"(1) To serve on the staff of a school where non-union members are recognized;

"(2) Take part or be present at any convention where non-union members are recognized;

"(3) Serve as examiner for the Department where non-union members are also serving," was once again laid on the table for consideration next year.

Canadian Teachers' Federation

The resolution endorsing the assessment of one dollar for every member for the creation of a C.T.F. Contingency Fund was unanimously passed, as was also that endorsing affiliation of the A. T. A. with the C. T. F., and voting the necessary funds for maintaining membership and representation in the Federal organization.

The suggestion that the A. T. A. move through the C. T. F. with a view to securing uniformity of teachers' qualifications throughout the Dominion also met with unanimous approval,

Educational Platform of the A.T.A.

OFFICIAL RECOGNITION OF THE ALBERTA TEACHERS' ALLIANCE AS THE ORGANIZATION REPRESENTING THE TEACHING PROFESSION OF THE PROVINCE,

- (a) By the Government,
- (b) By School Boards.

A PROVINCIAL SALARY SCHEDULE BASED ON THE \$1200 MINIMUM

with annual increments and a proper placing on the schedule according to experience.

A FORM OF TEACHERS' AGREEMENT WHICH WILL PROVIDE FOR GREATER PERMANENCY AND SECURITY OF TENURE AND AFFORD AMPLE PROTECTION FOR EFFICIENT TEACHERS.

FULLEST POSSIBLE CO-OPERATION BETWEEN THE A.T.A. AND

- (a) The Department of Education,
- (b) School Boards,
- (c) All other organizations interested in education.

THE RIGHT OF THE A.T.A. TO REPRESENTATION AT ALL BOARDS OF INQUIRY HAVING UNDER CONSIDERATION THE EFFICIENCY OR CONDUCT OF A TEACHER.

PROMOTION ON A BASIS OF SUCCESSFUL SERVICE AND SENIORITY.

A PENSION SCHEME FOR TEACHERS.

INCREASED GOVERNMENT GRANTS.

EQUALITY OF EDUCATIONAL OPPORTUNITY: FREE ADULT EDUCATION.

Extension of High School and University privileges to Rural Districts.

BLANKET EDUCATIONAL TAX SPREAD OVER THE PROVINCE.

PROVISION FOR SPECIAL INSTRUCTION OF TALENTED CHILDREN.

PROVINCE-WIDE MEDICAL AND DENTAL INSPECTION OF SCHOOLS.

ELIMINATION OF JUVENILE LABOR.

FREER USE OF THE ELECTIVE SYSTEM IN FRAMING SCHOOL CURRICULA.

A TIGHTENING OF THE TRUANCY LAW AND RELEASE OF THE TEACHER FROM THE DUTY OF INFORMING.

HIGHER PROFESSIONAL TRAINING FOR TEACHERS.

TEACHING A REAL PROFESSION

but the meeting was much divided concerning the matter of bringing pressure to bear on the Dominion Government with a view to having a Dominion portfolio of education borne by a member of the Federal Cabinet. The motion was finally passed by a narrow majority. The difference of opinion was not a matter of the principle involved but rather on the question of expediency; those opposing the resolution maintained that since a change in the B. N. A. act would be necessary in order to bring about such a reform it would be waste effort to proceed with the matter. However, the majority ruled that agitation for this reform should be commenced, and vigorously pursued until public opinion demands some form of Federal Control of Education.

Re Membership Fee

The Camrose resolution was referred to the executive with power to act and set the membership fee for the ensuing year.

Salary Circles

The effort to eliminate underbidding on the part of members of the Alliance was heartily favored by the carrying of Resolution 9.

Discipline

Resolutions were passed providing for:

(1) Roll-call to be included in the regular order of business of Locals.

(2) Central control on matters involving Teachers' Contracts, Salary Schedules, and Locals approaching School Boards on matters of great importance.

The delegates felt that heretofore sufficient stress has not been placed on this matter and that Locals may seriously compromise the position of teachers elsewhere by acting entirely on their own initiative.

Teacher Representation

Teacher Representation on school boards was again endorsed and the request repeated for an amendment to the Ordinance providing for more co-operation between boards and local bodies of teachers.

Other Amendments to School Ordinance

The Government was requested by resolution to render it illegal to advertise for a teacher without stating the salary the board is prepared to pay; and the Department was also requested to take such action as would prevent a child of school age being employed away from his place of residence between the hours of 7 p.m. and 6 a.m. The secretary was authorized to send a copy of the latter resolution to the Alberta Federation of Labor.

Monthly pay for teachers was also petitioned for, and has since borne fruit in the form of an amendment to the School Ordinance.

Examining of Departmental Papers

All the resolutions bearing on the New Regulation Eleven were put through with despatch, there being nothing but condemnation on the part of the delegates against the tendency on the part of the Department of Education to economize in this matter at the expense of school boards and teachers.

The Edmonton Public School Local resolution advocating cooperation between the Department and teachers actually teaching the work with respect to the setting of the Departmental papers, was passed unanimously.

Improvement of Teachers' Qualifications

It was resolved: "That the A. T. A. carry on a definite propaganda through its members, through its Magazine, urging them to improve their academic and professional standing."

The A. G. M., however, voted down a number of resolutions sent in by the Calgary Local whereby teachers would be required to possess university degrees or other special qualifications in addition to the Departmental professional certificate for some of the more responsible positions. The debate

showed that the prevailing opinion was that school boards were the parties to settle matters of this kind and that action on the part of the A. T. A. was not advisable at this particular time.

Alberta Extra-mural Course

Both resolutions recommending the institution of an extra-mural course in connection with the Provincial University were passed, and the General Secretary was instructed to combine the two resolutions and forward to the Minister.

Two General Meetings in One Year

It was decided to amend the Constitution so as to make it possible to hold two general meetings in any year.

Taxation

The resolutions sent in by the Cardston Local were voted through, viz.:

That endorsing the principle of consolidation of schools suited to High School needs, a second calling for a "blanket" tax to be placed upon all assessable property throughout the Province for the purpose of paying teachers' salaries, thereby distributing the burden and not making the teachers' salaries entirely dependent upon the taxable limit of penurious or small school districts.

Pension Scheme for Teachers

Judging by the way in which the delegates tackled the resolution asking the Minister of Education to draw up the long promised pension scheme, the teachers, at least, deem pensions of supreme import.

Revision of the Curriculum.

Six resolutions from Chauvin dealing with suggestions re the High School curriculum were referred to the High School Department of the Bureau of Research.

Chauvin sent in a resolution calling for all rural school taxes to be collected by municipalities, which was passed after considerable discussion.

The "Employment Bureau" resolution was voted down but the resolution immediately following regretting the transference of Inspectors Boyce and Fyfe was enthusiastically carried.

School Attendance

The A. G. M. did not endorse the principle that all normal pupils should be compelled to attend school until Grade VIII be passed, but were strongly favorable to an amendment to the Truancy Act whereby the teacher would be relieved of the obligation of reporting delinquents, thereby antagonizing the ratepayers. It was suggested that this duty should devolve upon the Provincial police.

Continuation (Part-time) Classes Favored

Calgary's resolution, along the lines of the Fisher Bill emerged successfully. It calls for young people under 18 to attend part-time classes compulsorily unless holders of Grade XI, University Matriculation or a diploma from a Commercial, Technical, or Agricultural High School.

Strike Fund

This matter was finally left in the hands of a "Ways and Means" Committee to be appointed from the chair. The discussion arose from a motion introduced by C. Laws calling for the creation of a strike reserve fund, based on a 10% assessment of the monthly salary of each member of the A. T. A.

Other Resolutions Passed

"Resolved that business Sessions of the A. G. M. be closed to all except accredited delegates, paid-up members of the A. T. A., or others whose presence is accepted by vote of the delegates."

Teachers of Alberta!

THE DOMINION LABOR PARTY'S EDUCATION POLICY IS THE MOST ADVANCED OF ALL.

1. Free and Full Education.
2. Adequate Remuneration for Teachers.
3. Security of Tenure for Teachers During Efficiency and Good Conduct.
4. Full Recognition of the Teachers' Alliance.
5. A **Real** Arbitration Board.
6. The Principle of the Industrial Council applied to School Administration.

VOTE FOR THE LABOR CANDIDATES

U.F.A. PLATFORM

1. Representation of all classes of the community in the legislature according to their numerical strength. This to be brought about through proportional representation, and a preferential ballot in single member constituencies.

2. We endorse the principle of the initiative, referendum and recall.

3. That thirty days public notice be given before the issuing of the writ for any provincial election.

4. That no government be considered defeated except by a direct vote of want of confidence.

5. The administration of the affairs of the province with the greatest measure of economy that is consistent with efficiency.

6. Abolition of the patronage system in the conduct of all provincial business.

7. That a highways commission be created whose function it will be to supervise and control all provincial road work and expenditures for that purpose, which commission shall supplant the present method of party control and patronage.

8. Education: To provide as far as possible equal opportunities for all the children of all the people by gradually extending and improving educational facilities.

9. Public health: Adequate provision for the maintenance of the health of the people as the duty of the government.

10. Prohibition: To enact and enforce such legislation for the control of the liquor traffic as the people may sanction by referendum. Prohibition is an integral part of the farmers' platform and the U.F.A. will use its influence in that direction.

11. Natural Resources: We stand for the immediate handing over of the natural resources by the Dominion to the Province of Alberta and the conservation and development of these for the benefit of the people.

12. That encouragement be given to co-operative efforts in the marketing and handling of the products of the farm, and along lines calculated to reduce the cost of production, distribution and living.

"Resolved that the A. G. M. provide a place on the programme for a round table conference on methods of negotiating with School Boards, receiving reports from different centres, and passing on advisability of tactics employed."

Some further resolutions dealing with matters of minor importance were carried.

Election of Officers

The ballot electing J. T. Cuyler of Medicine Hat for S. E. Alberta, and S. R. Tompkins for S. W. Alberta was ratified.

Since the President, Vice-President, Calgary District Representative and N. Alberta District Representative were elected by acclamation the General Secretary was instructed to cast a ballot for the election of the following:

President—H. C. Newland.

Vice President—Chas. E. Peasley.

District Representatives—W. W. Scott, Miss Kate Chegwin, Miss Ada I. Wright.

Closing Resolutions

The following resolutions were passed with enthusiasm:

(1) Thanks to the officers of the A. T. A. for their courageous stand and honest endeavors on behalf of the body of the teachers during the past year;

(2) A vote of confidence in the Provincial Executive for the past year;

(3) Thanks of the Alliance to the editors and management of the A. T. A. Magazine for their services to the teaching profession;

(4) Thanks to Mrs. Ellis, Bulletin reporter for reports of A. G. M. in the Bulletin;

(5) Thanks to those who helped to carry on the work of the Convention.

Delegates who had been in session since 4 on Thursday afternoon gathered sufficient energy at 11 p.m. to give three rousing cheers and a "tiger" for the officers of the Alliance.

Should Teachers Affiliate with Organized Labor?

By Dr. Harry A. Overstreet

Professor of Philosophy, College of the City of New York,
Member of the Associated Teachers' Union.

Ladies and Gentlemen: I should like first to congratulate the Chairman upon his very excellent rules of debate. I hope that even though I am the terrible being that I am—for of course a teacher-trades-unionist must be a terrible being—I shall preserve my proper urbanity and not say very hard things. I particularly feel the value of the Chairman's request that we emphasize service to the community rather than rights. It is in such a spirit that I wish particularly to speak. If we who have affiliated ourselves with labor have done that which goes counter to the public welfare, it is for us to know this very quickly. If, on the contrary, we have done what is, from the community point of view, wholly proper and good, then, I think it is for the public itself to know this very quickly.

May I also, in passing, express my appreciation of the type of thing that this Association is doing today? In these times, when it seems to be a sign of good citizenship to suppress all discussion whatsoever, lest perhaps some "dangerous" truth should emerge, it is a fine vindication of our fundamental Americanism to throw a vexed question of this kind open to public debate. For it is a question upon which men and women, both within and without the profession, differ not only intellectually but emotionally. In fact, emotion has run so high that the joining of a teachers' union has become at times, to those that ventured, a matter of grave peril. I should like to believe that this occasion will serve as a precedent; and that, throughout the country, the question before us will be thrown open to frank and "uncensored" discussion.

I.

And now to come to the issue: "Should teachers affiliate with organized labor?" My own immediate reaction is: "Why not?" We teachers are laborers. We belong to the "working class." Certainly we shall not be accused of being capitalists. We are not employers who give wage and receive the profits which wage workers are able to earn. Now as hired workers, it does not seem a strange nor reprehensible thing to me that we should establish a cordial, co-operative relation with others who likewise are hired workers. For obviously there are certain respects in which our outlook and our needs are identical, respects in which we may naturally and with profit consult with each other to the end of mutual enlightenment and support.

And yet that is not the whole story. For when we declare that we are workers, some persons make a reservation: "Yes," they say; "You are indeed workers, but of a very special kind. Most workers work for their own interests. They are a 'class' in the community. You teachers work for the public interest. Hence, when, in any sense, you cease to represent the public, you demean yourselves, you degrade your profession."

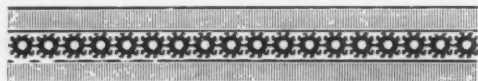
That, it seems to me, touches the very heart of this problem. The glory of the schools is that they have, in theory at least, served the public interest. Now when a number of teachers appear who say: "We are going to affiliate with labor," there comes to us the horrifying thought that the schools are to lose their fine universality and become instruments to partisan or class interests.

Is that true? Does affiliation with labor mean affiliation with a class.

The reason, I take it, why this seems to many a rather curious and self-contradictory thing to say is that most of us think in terms of conventional labels and not in terms of realities. Suppose one asks the question: "How can one truly represent the public interest as over against class interest," what would be the answer? Would one say that a person stands for the public interest, when he stands for everybody in the public—for the numerical aggregate? Then he must stand for the burglars, for the political grafters, for the suppressors of free speech, for the exploiters of women and children. No. If one stands for the public, one stands inevitably for the ideas and activities of only a portion of the public. And of what portion? Surely of that portion which has most deeply at heart the fundamental public good.

I suppose that one of the most public-minded men that ever lived was Jesus of Nazareth. When he died he belonged to an insignificant minority of a few hundred. Would one say that a man who cast in his fortunes with Jesus of Nazareth and his small band of followers was joining a "class"? Or would one not rather say that in joining a body of people who had transcended "class" interest, who were working for the interest of a finer humanity, he was indeed acting in the spirit of the public good?

Again, take the slave revolts. Were they "class" movements? In a sense, yes. The slaves were rebelling against the cruelty of their lot. They were fighting for themselves. And



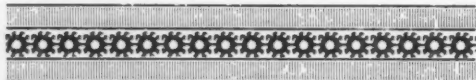
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3. Humanizing of the law by keeping always in view the effects upon our children and our homes of all legislation.

There is no part of our government charged with a more serious responsibility than the Department of Education. There is also none that has probably shown a more complete condition of inertia.

yet, as over against the aristocrats who were living upon the labor of these slaves, I think we should say that the latter were by far the public-spirited ones. They were fighting for the fundamental human realities.

Now if that is true; if the service of the public is to be found not in the indiscriminating service of the numerical aggregate, but in co-operation with that group whose INTENT is public, I ask you, ladies and gentlemen, where, in the long history of the world, do we find more continuously, more heroically, more effectively an intent for the bettering of human conditions than in the labor movement? It is a flagrant, nay, it is a pathetic misunderstanding of that movement to say that it has been a movement solely for the material benefit of a class. It has indeed concerned itself with material benefits and with benefits for a special group. But it has concerned itself with far more. Fundamentally it has fought for a humaner world. Fundamentally it has thrown down a challenge to the arrogances and autocracies and cruelties that have set themselves up for the governance of life. It has fought for human emancipation—for yours and mine and all the rest of us.

So the labor movement, I say, is not in its essence a class movement. It is a movement that stands for what is fundamental to public welfare, and when teachers affiliate themselves with it they are not thereby lowering themselves to the level of partisans of a class interest. They are, in a very real sense, raising themselves to the point of view of "res publica."

I have been interested in the labor movement for almost twenty years; and in all that time I have found to my sorrow that the group that comprehended it least, that gave it least vital support in its essentially humanistic struggle was the teacher group. The teachers, with all their ostensible "public-mindedness," have not even known, in a deep and sympathetic sense, what has been the significance of this great struggle in the history of the world. There has been a queer kind of indifference, a queer kind of alignment of the teacher, not with the more deep reaching interests of the public, but with the interests of a socially and economically dominant class.

The best proof of this is that the teacher has freely lent himself to the partisan or "class" attitudes of our schools and colleges. Am I in error in saying that the attitudes of the schools and colleges have been partisan? I challenge anyone here to find me a single case of a college professor or of a teacher in the common schools who was dismissed because he taught the economics of capitalism. Formerly, schools and colleges were partisan religiously. Teachers were dismissed because they would not conform to religious doctrine. Now they are partisan politically and economically. And again teachers are dismissed because they will not conform to the conventional ruling class politics and economics of the day. Had the teachers, as a group, really understood the fundamental import of the labor movement, they could never, I believe, have been brought to acquiesce in such a prostitution of education in behalf of partisan interests.

It is in behalf, then, of a more adequate understanding of the labor movement, an understanding of it as a movement in the interests of the humanization of life, that I welcome the affiliation of teachers with labor.

II.

But I welcome it for another reason. The world is making new alignments. Free born and base born, noble and serf, master and slave, employer and wage worker—these have been the old alignments. And we teachers have cherished our own little snobbish alignment in setting ourselves apart as "intellectual" workers as over against "mere" manual workers. There is, I believe, emerging out of the confused yet powerful idealism of our day, a significant new alignment: the alignment of those who do useful work and those who live on the useful work of others. In that new alignment there is only

one place for the teacher. I know of nothing finer in its promise of the type of relationships that are to be established than the clarifying phrase of the British Labor Party: "Labor, whether of brain or of hand." We teachers have long enough held ourselves snobbishly apart. It is time that we affiliate ourselves frankly and gladly with the great body of useful workers of the world.

In a very real sense, the teachers can help labor. They can help with their understanding of history, of economics, of politics, of science. They can bring to the labor struggle intellectual balance and penetration; they can help to give to those struggles a direction that is unfalteringly social. Labor hitherto has stumbled along in all sorts of confusions and blindness. Why? Because the laborers, in their pressing need, have had to work out their own salvation, while we teachers, with trained intelligence to contribute, have sat superciliously apart and thanked God that we were not as they.

But in a yet more concrete and immediate way teachers can help labor. The working man of late has felt increasingly the need of a more adequate education for himself as an adult. In certain respects education is open to him in the schools and colleges. But he finds that in many ways the conventional educational institutions are not organized to meet his needs. With their "ruling class" leanings, they neither understand his problems nor in any effective way attempt to meet them. He is asking therefore for a different type of education. Nay, he is not asking: he is organizing that education for himself. The New York Ladies' Garment Workers' Union, for example, has for years organized classes for its members. The Labor Education Committee has more recently begun to do likewise. A Workingmen's University is being projected. It is here that the teacher who has been quickened to a wider vision and a deeper understanding can render immediate and valuable service.

But labor likewise can help the teacher. The teacher's position to-day is not an enviable one. It has not been enviable for many years. In the first place financially. The teachers notoriously have been among the lowest paid workers in the land. They have been willing to endure this condition in return for certain apparent advantages—social position, joy in their work, a sense of real service to the community. But the laborer is worthy of his hire; and when a group of laborers for years have not been able to convince the public that their hire should approximate more nearly to their worth, it either means that there is something wrong with the group or with the public. Some of us have come at last to believe that the trouble has been with the teacher group and not with the public. The public is an indeterminate mass swayed this way and that by the prevailing agencies of publicity. The trouble with the teachers has been that they have not known how to gain legitimate publicity for themselves and their working needs. And so the public has simply passed them by. Teachers, with their exaggerated "class consciousness"—the fact of which is an amusing commentary upon those who fear that affiliation with millions of other workers will degrade them into a "class"—teachers, I say, with their exaggerated "class consciousness" have organized their teachers' councils, their high school associations, their professors' associations and what not. But the sound of them—to the public—has been as a stone dropped into the ocean. What the teachers need is a great body of organized citizenry who sympathize with their services and their needs and who will make their cause their own. I say organized advisedly; for the vague sympathy of unorganized citizenry counts for little. Every realist in politics knows that, for practical achievement, an organized minority is far more effective than an unorganized majority many times its size.

Now where are the teachers to find an organized citizenry who will make their cause their own? Shall the teachers affiliate with the Taxpayers Associations—ask them to raise the taxes, forsooth?—the Real Estate Associations, the Cham-

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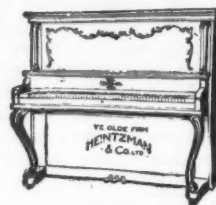
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bers of Commerce, the Bar and Medical Associations? The interests of these are in every respect far more special than the interests of the great organized body of laboring people. The bulk of our school children are the children of manual laborers. Labor, therefore, has an immediate, vital interest in the fitness of those who teach in the schools. Hence the sympathy of labor is there for the asking. It is but for the teachers to emerge from their artificial, futile exclusiveness and join with organized labor in prosecuting the SOCIAL aims that are common to both.

Can organized labor help the teachers? That question is best answered by another. Has organized labor been able to help itself? The splendid history of the emergence of labor from practical serfdom to a condition in which it begins to participate democratically in the organized production of the world is sufficient answer.

III.

"To participate democratically." That brings me to the most significant matter of all. Labor's fight for many years has been simply for a decent wage and for humanly tolerable working conditions—a materialistic fight, it has been called. Its fight has already passed beyond that stage. It is now fighting for the great spiritual thing we call "industrial democracy." What is industrial democracy? It is that condition in which the worker is first of all a free man in his craft, in which he is no longer the mere "commodity," the mere usable slave of his employers. In the second place, it is that condition in which, as a free citizen of his craft, he has his citizen's voice in the organization of his craft work. It is for industrial citizenship that the worker is now fighting—and winning in his fight.

Is the teacher to-day a free man in his craft? Is he a citizen with full rights of participation in the organization of the work of his craft? Thanks to the labor movement, a common manual laborer may not, in most cases, be dismissed save as his dismissal is approved by his peers. Not so a teacher. A principal, a superintendent, a board of education, a board of trustees—in these still resides the right, with a sheer arbitrariness that is often revolting, to wreck a teacher's career. Shall not the teacher have the workingman's right to a review of his case by his peers?

Again, thanks to the labor movement, the common workingman is beginning to participate in the councils of business and production. Is the teacher? For the most part, he is told what is to be done. The orders come from above. And woe to the teacher who is not pliant to the will of the petty autocracies that rule many of our schools! Does the college teacher sit on the board of trustees? He is delegated certain powers, but the real power, the ultimate power—as to that, let the professor keep well within his appointed place!

Industrial democracy is the great spiritual need of the workingman. It is the great spiritual need of the teacher. Shall they not, then, strike hands in a great comradeship of common interest—an interest not partisan, and not degrading; an interest, rather, which is as deeply valid as human nature, as profoundly inevitable as the ongoing of fundamental democracy.

IV.

May I say one word in closing? We teachers recognize that there is a difference between workers employed by private individuals or corporations and workers employed by the public. We believe, indeed, that that difference is not great enough to divide us into two groups which must hold themselves rigorously apart. But we do believe that the difference is significant, and that it must be reflected in a difference of behavior towards our respective employers. The effective weapon of organized labor hitherto has been the strike. Like all good citizens, we look forward to the time when the strike will no longer be necessary, when, in terms of a more humane organization of industrial life, it will be relegated, with machine guns and submarines, to a barbaric past. But even now, in this age of industrial barbarism, we teachers are firmly convinced that as employees of the public the strike is, for us, without justification. Organized labor has joined with us in this conviction. We have, therefore, in the most solemn manner possible—by incorporation in the body of our constitutions—made our declaration that we will not employ that weapon. Our strength is to lie not in threats but in persuasion; not in the power of organized withdrawal but in the power of organized public understanding. We workers of the brain, retaining all the fundamental dignity and independence of our calling, unite with the workers of brawn in the co-operative effort to secure for ourselves and our fellows the things of finer human value.

Bogus Nip's Boneyard

By Bogus Nip

THE MINISTER

Calm yourself, my dear friends, I refer to a very different personage altogether. My theme is the guy that put the rage in marriage. Long before you were born he had you in mind; he selected your ancestors for you, pounced upon them, tied them hand and foot—well, perhaps not foot—and arbitrarily chose for you your surname, religion and politics. Having selected your progenitors he hovered about benignantly, and very early poured cold water upon your infantile hopes and aspirations. As you waxed wiser and weightier he still stuck around, impressing upon you early the truth that hills and trees may pass away but not the minister; rivers and streams dry up but not the minister. When you reached manhood's estate he continued to pursue you with an ingratiating smile and a healthy subscription list; in sickness his beneficent presence was the first at your bedside; in sorrow he the earliest wept at your afflictions. Love is his middle name; the devil is his antagonist; he journeys toward Heaven; and he

works to beat Hell. Here's to the minister, every town's first citizen. More power to his tongue, more comforts to his age, and may his days be as long as his sermons.

THE GOOD OLD DAYS

"The time is out of joint" bewailed Hamlet, in all sincerity no doubt. Horace pessimistically opined, "The age of our fathers worse than our grandsires, produced us still more vicious, and we are about to produce an offspring more wicked even than ourselves." No doubt Methuselah harked back in reminiscent mood to the days of his babyhood, and Eve when she upended Cain would moralize upon the degeneracy of the second generation as compared with her own pristine record as a damsel. But they were all dead wrong, dear reader, and I who write this will give you the unvarnished truth. The world is not retrogressing, not a bit of it. The boy of six today knows more than the bearded octogenarian in the days of Shakespeare. Medicine, Law, Theology have all advanced by leaps and bounds, and even Pedagogy



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has been known to improve upon the unimprovable. Thirty years ago the school-ma'am was a woman or man of large proportions with a mania for thrashing, and the natural question to put to Johnny at the conclusion of his first day at school was, "How many lickings did you get?" But the birch rod, the cane, the dunce cap, are as obsolete in our schools as the whipping post or stocks, and the school is morally the better for it. So be not discouraged, little school-teacher, if the methods you learned at Normal school are ridiculed by the vulgar public. Rest assured you are marching upon the right track, in the van of progress, and if you only persevere you will eventually win your reward.

ECONOMY

Brown and his wife decided as a New Year resolution to practice economy. "What a beautiful idea," exclaimed Mrs. Brown, "and I have a lovely plan to begin right away. You stop smoking and save the money, and I'll stop buying you birthday presents." Would any one except Brown question such a practical application of a good resolution, particularly when Mrs. Brown later suggests that the money thus jointly saved be devoted to the purchase of that darling evening dress in the Midsummer Sale? To change the film, ladies and gentlemen, we see before us the Powers that Be, agreeing with a mythical spouse upon a policy of retrenchment. "What a beautiful idea," exclaim the Powers that Be, "and we have a lovely plan to begin right away. You stop accepting remuneration for presiding over examinations, and we will stop paying you for marking Grade Nine papers." Would any one except the invertebrate consort venture to question such a practical application of a good resolution, particularly when the Powers that Be later suggest that the money thus jointly saved be devoted to the hanging up of a huge purse for the Midsummer Large and United Free for All Chariot race? Dense and impenetrable double-reinforced silence.

SCHLOPENSCHLACHTER

He was my secretary-treasurer years ago. That was before Prohibition, when the presence of so many "shishes" in his name made his speech at times unnecessarily incoherent. At

such times he called himself Jones. Schlopenschlachter was as uncompromisingly economical with the school funds as his other self Jones was magnanimous. Hence my request for supplies was always carefully timed. Thus when I asked Jones for a shack to be built beside the schoolhouse he immediately let out the contract for a twelve by sixteen two-storey dwelling, and within two days it was sublimely complete all but the chimney. Before his next outbreak it rained twice, but I made up for it by securing a complete set of furniture with the chimney. A prolonged dry spell on Schlopenschlachter's part almost brought me to the end of my resources, and I was forced to buy even my groceries out of my own pocket. However, early in October the tide turned, and while it was in full flood, I secured my winter's supply of coal for the school and shack. After I left that district I frequently heard from Jones, but never from Schlopenschlachter. At gradually lengthening intervals Jones has continued to write, but latterly his letters come only at Christmas. Poor Schlopenschlachter.

BACHELORS

The man who said "God made the country, man made the city and the devil made the prairie town" might have gone farther and explained the origin of the bachelor. Up to the present his history has been shrouded in mystery, a mystery which we shall now proceed to unravel. Bachelor, one who "batches," genus homo, female of the species extinct, habitat the prairie, habits slipshod, aversion matrimony. The bachelor exemplifies the homely adage, that one is company two is a crowd. His favorite text is "Whatsoever a man seweth that shall he also RIP." The bachelor early in life discovered that cold water won't wash greasy dishes, hence his invention of Old Dutch Cleanser. Whereas women expend countless tons of energy in proving that cleanliness is next to godliness the bachelor achieves the same result in a simple manner. The method is that which the spider sometimes employs, namely, when too much dirt has accumulated—move. It is much easier to move to a new shack than to move the dirt. Longfellow was a bachelor. That is why he wrote, "Dust thou art, to dust returnest," referring to one of his visits to his shack.

The Value of Education

Address by Right Hon. J. Herbert Lewis, M.P.

Speaking recently at Mortlake before the Surrey County Association of the National Union of Teachers on "The Value of Education in the Life of a Nation," Mr. Herbert Lewis, Parliamentary Secretary to the Board of Education, said:

Some of you may perhaps have wondered at my choosing so stale a title for my address as "The Value of Education in the Life of a Nation"—a text worn threadbare, you may have thought, by generations of platitude-mongers: a theme deluged over and over again, and specially in the last few years, with floods of familiar rhetoric; a theme once pregnant with great expectations, but now perhaps linked in the minds of some of us with the disappointment of hope deferred. But it is that very disappointment—that cold fit which for a time has damped our hopes of a new world—that has impelled me to ask you to accompany me again over the old ground. We who believe in education are on our trial: as Burke once said, the highways are broken up and the waters are out. In the months that are to come we shall not escape severe questioning, and, if we are to prove equal to that ordeal, we must retire for a while into ourselves and there within our own hearts make sure of the faith which is in us. Vague, extravagant eloquence will not satisfy our hearers now. We must go

further back, back to first principles so that we may draw thence unanswerable replies to these questions—Why is education good for man? Why is it good for the State? And once having suffered those principles to penetrate and soak into our minds, we shall find that our faith will so increase in intensity that we shall not need to argue our opponents into agreement with us—it will convert them of its own accord.

Setting Men Free

Why, then, is education good for man? When the wants of the body have been supplied, what is the master-desire of man's heart? To be free; and by freedom is not meant license. License is slavery, not freedom. Freedom properly so called is freedom to work out, to realize in action, the full possibilities of human nature. We ought to follow what is good, what is true, what is beautiful: but there are factors and circumstances within us and without which impede us in this quest and to that extent we are bound and cannot get free. Now man is a creature who must live in society; if he lived alone, no impulses would stir in him beyond those of self-preservation. He could not develop any higher qualities, he could not realize himself—in other words, he could not get

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free. His personality would be maimed and stunted and his life would be the life of a slave. So then we reach the position that if a man is to realize his distinctive and instinctive desire to be free, he must share in the life of a society. But the fact of his living in society does not necessarily clear out of his path the numerous obstacles which stand between him and that pursuit of the trinity of goodness, truth and beauty which he cannot escape. Some of these obstacles are within him, and with those only he can deal. Others are without. Some can be and are removed by the automatic action of society, preventing outrage and aggression upon its members; others can be and are removed by the consciously directed action of the State—and it is my belief that the only justification for the existence of the State is that it shall remove such obstacles as it can from the advance of the individual man towards the objective to which his nature impels him. That should be the one guiding principle of the State's action—every statesman and administrator should ask himself before he promotes a Bill or makes a decision, "Is what I am going to do likely to remove an obstacle?"

Now, which are the most formidable of the obstacles which State action can in part at least remove? Ignorance and want. I can deal to-day only with the first, though they are twin sisters, and where one is the other will follow. What is the essential character of ignorance and how does it differ from knowledge? Ignorance will atrophy our faculties: they will decay from lack of use and we shall never know what we might have been. But the mark of knowledge is that the further a man advances in it, the greater demand does it make upon him; it exhausts him at first only to endow him with new energy; it calls out hidden forces, it summons up latent impulses, it quickens new aspirations, until at length the personality of the learner awakens into a consciousness of its own giant strength. In other words—and here we reach the climax of our argument—it makes him free. The truth shall make you free. I am reminded as I speak of the unfinished statues of Michelangelo in the Fine Arts Museum at Florence. The great figures, scarcely liberated by the hand of the master from their marble blocks, present the appearance of men heaving and struggling to escape from the imprisoning stone. So is it with your pupils. In ecstasy at the sudden sight of the threefold vision—and this vision appears to every child, however backward, slow or even brutal he may appear to be—their souls are struggling to free themselves for its quest; you are the sculptors trying to set them free and your chisel is knowledge.

Corporate Life

So much for the individual: and what is good for the individual cannot be other than good for the State, for the goodness of the State depends upon nothing else than the goodness of its individual members. It is disastrously wrong to suppose that the excellence of the State can be found in wealth or armaments or volume of trade, or in anything else than the individual wills of individual men to do what they can in its service; and if I have satisfied you, as I hope I have, that knowledge is for the strengthening and bettering of the individual, it will follow that it is for the strengthening and bettering of the State. But I wish here to take more concrete ground and to illustrate my argument by reference to the political conditions of our time. We have just enfranchised nearly the whole adult population of this Kingdom: in face of that fact, is it seriously proposed to leave the education of this great mass to fate and chance? I leave out of account altogether the commercial value to a nation of a trained intelligence and healthy physique: I concentrate on this one point; can we as trustees of an Empire so large, presenting so many problems of statecraft and management—can we dare to throw the government of this great tract of earth recklessly on to the shoulders of average Englishmen and Englishwomen, and yet make no attempt to train their capa-

cities and discipline their sympathies for that task? Are we to entrust the working of the British Constitution to people who do not know what it is? Are we to leave English citizens, inheritors of the blood and the responsibilities of Pym and Cromwell and Burke and Chatham, destitute of the means of discharging those responsibilities? This country needs in us and in those who will come after us qualities of solid judgment and massive self-reliance. Self-reliance Englishmen will always possess; but judgment must be trained and tested, and that training and testing can only be carried out by the discipline of mind and inclination afforded by the corporate life of a school.

So, then, the weapons of our controversy sharpened and our armour on our backs, we can descend from the temple of philosophy and look for our enemies upon the open plain. The enemies of education fall into two classes. One class is honest and can be reasoned with; the other is hardened, and that we will leave till later. The honest ones start from the materialist hypothesis. They say—perhaps they will use technical terms in biology, but don't let that alarm you—they say man is and will be as he is made. It is a matter of chromosomes. Educate him as you may, you cannot change his nature; you cannot educate a cabbage-patch into a rose-garden. Besides, admit for a moment that you do improve a man by education and make him a better citizen—acquired characters are not inherited and you will only have to repeat the process in the next generation. So why plough the sands? To them we reply—You have mistaken what we mean by education and what we set out to do. We know that you cannot add to the brain-cells by education; if a man is stupid no amount of education can make him clever; and the men of genius will always emerge, whether they are formally educated or not. But the vast majority of men and women do not possess genius; and it is with the average that we have to deal. There are very few people in this world who have not an aptitude for something, but that aptitude will not appear unless it is developed. It cannot develop itself, otherwise we should rename it genius; but with care and patient cultivation it will blossom with astonishing fertility. To take the biologist's own simile, we cannot make a cabbage into a rose; but by manuring, watering, and raking we can make a much better cabbage. For the manure and the water and the raking give the cabbage a chance; they draw out of it all its possibilities—in other words, they let it realize itself and all that it was meant to be.

The materialist tells us that man can never be other than what he was made; but, accepting his own statement, we add, until we have educated him we do not know what he was made. The uneducated man is not the whole man; he is a mere husk, a mere shell. We cannot tell what is in him or of what service he is capable until we have educated him. He has come to school, at Plato said, not to have things put into him but to have what is in him drawn out of him. Somewhere else in his works there is a great passage in which the action of knowledge upon the opening soul is compared to the action of sunlight upon a plant, calling out all manner of hidden energies and beauties. I think for a moment of the men who composed our armies—average men, nearly all of them. We were continually saying, when we heard of some gallant act, "I never thought he had it in him." We did not know what our brethren could do until he ordeal passed over their heads and brought it out. Even so does the discipline of sustained and serious application, whether to books or to games, and the even more valuable discipline of corporate life and tradition, show to us what manner of persons our boys and girls really are in their true developed selves. Without it we should not have known, and they would not have known, and the world would have been the poorer.

The Blind Guides

Having shaken hands, then, with the (I hope) converted materialist, we turn to meet a much more dangerous enemy,

and with him there must be no accommodation. This is the man who objects to education on principle, except for what he calls the governing classes; who fears that the education of the "lower orders" will make them discontented with the dispensation of present society and unfit them for their station. Do not imagine that this grotesque relic of ancient error has disappeared from the arena of our controversies. It hid its diminished head during the discussions on the Education Act because it knew the nation was in no mood to listen to it. But cheered and encouraged by our present distresses, it is peering again out of its hole, and the national demand for economy in administration gives it a great chance. Now with this error, and with its victims, there can be no peace—it is the Apollyon of our pilgrimage, and we must fight it without mercy and without ceasing. The men who hold these opinions inherit them in a right spiritual entail from the men who upheld the slave trade against Wilberforce; who opposed the Factory Acts of Lord Shaftesbury; who cried out that they would be ruined if children of six were not allowed to work in mines and factories for 12 hours a day. They talked then, and their successors talk now, of the perils of social upheaval; but I assert with full conviction that they are themselves the grand architects of anarchy. The cause of stability and order has no more dangerous enemies—Lenin has no more valued allies—than these, who imagine in their blindness that they can choke down the expansion of the human spirit and cry halt to the march of its development. For if such men prevail, even for a time, and check the necessary adjustment of institutions and laws to new conditions of society, the forces thus pent up will sooner or later break out, and ruin will follow. The experiment was tried by their spiritual friends in Russia and Germany, and the result is before us. It is wicked cant to say that education may unfit a man for his station. What is his station? Shall one man prescribe to his brother where he shall stand? What right has one man to say to another what he is or is not fit for?

Now it is my belief that the vast majority of my countrymen will have nothing to say to those blind guides. But the straitened circumstances in which we live have compelled us all to look anxiously around for means of economizing, and educational expenditure has naturally and properly been sub-

jected to close scrutiny. But beware of the false economizers, and draw a distinction between the man who is sincerely anxious for progress, but thinks honestly that we cannot afford to go far now—distinguish between him and the man who makes use of the economy cry for the purposes which I have described. We must set up against him a policy of true economy; and a cardinal principle of that policy is that full value shall be obtained for every penny expended. That is a business policy which will appeal to business men. Granted, what we must now admit, that education is indispensable both for the individual and the State, and remembering that strict prudence in the administration of our resources is now enjoined upon all, what should be our line of action?

We shall find it stated in the opening words of the Education Act, 1918. The first duty laid upon local education authorities by that Act is to think. We are set upon the best results for the smallest outlay. In order to do that, it is absolutely necessary that we should be quite clear what needs to be done; we should pass under review in a comprehensive survey the needs of our area, and make properly balanced provision for meeting them; estimating the probable extent of our liabilities some distance in advance, and making up our minds what must be carried out now and what can wait till times are better. That is the meaning of the scheme procedure prescribed under the Education Act, 1918, and surely it is a better way than to meet each demand as it arises in wasteful, makeshift fashion, with no settled coherent plan. The second duty which can well be undertaken at the present time is the oiling of the administrative machine, the adjustment of minor difficulties, the clearing and levelling of our ground, and the introduction of such developments as can be undertaken at a minimum of cost.

I fear I have kept you a long time; but I did not want to leave you without telling you whence I draw my own strong faith in the sanctity of our common work. I have no doubt at all that we shall emerge again into spacious days when all that is implicit in the Act will be realized. In the meantime, I expect you to leave nothing undone which will make you ready for that time.—The Times Educational Supplement, London.

The Relation of Education to Social Progress

By R. V. Howard, B.A., Strathcona High School

Editor's Note.—This article is the first of a series of four articles by Mr. Howard. The second article will appear in an early issue.

I.

Professor James Harvey Robinson in his lectures on the relation of education to social progress and in some of his writings has made some interesting comments on our civilization, which, it is to be hoped, will be embodied in a book very soon. In considering the present deficiencies of education, he points out the necessity for an analysis of the traditional elements in our body of knowledge. We must, shortly, attempt to distinguish between those elements which are vital and those which have become anachronisms in our dynamic age.

Every community possesses a body of knowledge which it regards as having an importance over and above the intrinsic nature of the material known. The group which possesses this fund of beliefs and conjectures regarding magic, religion, art, science, technology or whatever it may be, has a prestige accorded to it by the common run of individuals in the community; a prestige, which may, at times, take the material form of rank or wealth, and the medicine-men or savants who

control the community culture, may wax powerful. Such conditions are, however, only possible among peoples who lack the virile qualities which go to make for a powerful modern nation.

The prestige which it inspires is not the only reaction evoked by the communal body of knowledge in the mind of the common man, since, although it may belong to the community in one sense, yet it is, by its nature, of an esoteric character. The persons who have it in their charge commonly tend, more or less consciously, to exaggerate this exclusive character which will distinguish its possessors from the mass, thereby increasing the prestige element which they wish to keep up and which they, as a rule, over-estimate. So that, because of some natural instinct or, it may be, disability on his part and because of the more or less exaggerated esotericism built up by the savants, the common man couples with his respect for the so-called knowledge a slight feeling of antagonism or prejudice against it which may take the form of fear or disdain or neglect and at times may break out into downright enmity against phases of it or against its exponents.

In order to understand fully the nature of all the reactions

of mankind towards what he calls knowledge it would be necessary to have a fully developed science of psychology and a complete understanding of the nature of knowledge itself. Since both of these are attainments which we can only imagine as ever being completed the task is one for the future. Nevertheless we are, at the present time, in a position to do a great deal that has not been done.

The bodies of knowledge in the communities of the modern world have had a growth and development. They are, according to Dr. Robinson accretions involving elements derived from the past experience of the members of the communities, their neighbors and the human race at large. The complex body of knowledge spoken of as civilization, which is common to the advanced nations although, it must be remembered, with local variations and modifications, may be regarded as the modern mind. The set of ideas, beliefs, hopes, fears, prejudices, instincts, likes and dislikes which the modern man utilizes to keep himself and the race alive, are, apparently, a hap-hazard conglomeration impossible to classify. Nevertheless they may be, for our purposes, considered as the product of the animal mind, the primitive mind, the Greek mind, the mediaeval mind and the scientific mind of man.

The animal mind is primary and indispensable. Man can never transcend his animal body. All animals learn from instinct first of all and in man the instinct which makes him the most learned animal is quite probably the instinct of idle curiosity, or, as Dr. Robinson calls it, the tendency to "monkey around." Animal psychologists claim that there is little evidence to show that animals can imitate. Man however does imitate. The results of learning are perpetuated by imitation or perhaps, as Thorndike would say, by other men learning to do the same thing. It is by virtue of this ability to traditionalize that man rises above the other animals.

Animals learn also from experience. The dog learns that if he scratches at the door someone will let him in. This kind of learning is the result of accidental association and does not necessarily involve a complete, or in fact any, understanding of the processes as, for instance, when the child turns a button and the light comes on. There is also the method of learning by trial and error. The animal in a cage with an intricate opening tries all ways of egress until it finds the right one and repeats the action eliminating unnecessary movements until it achieves the desired result with ease.

Though these methods of learning are not attended with much thought yet we subsequently rationalize the process and show reasons for what we have done. This rationalization bulks largely in all explanations of our actions. It seems to be the result of an intellectual desire for explanations, to evoke causation, to give things a name. There are very few people who do not hide from themselves their ignorance by giving general explanations for everything. To the child, the explanation which appears entirely satisfactory, of the turn-the-button-and-the-light-will-come phenomenon may be conveyed by the word electricity and some few very vague notions regarding wires and street cars.

The primitive mind was a development in which man took to explaining things. Most of the explanations were good enough to satisfy curiosity. Man though endowed with curiosity is not liable to decadence through too much thought. He likes safe and sane explanations even though they involve bloodshed and sacrifice. He does not like explanations which are not final, nor those which upset other explanations if he happens to notice that they are irreconcilable. Generally, however, he makes no effort to reconcile diverse explanations and accepts them both without bothering himself. He can build compartments in his mind and save himself a great amount of trouble.

The explanations made by primitive man of the world in which he found himself involved ideas of virtue, of mana and

manitou, of taboo and totem, of clean and unclean, of sacredness and its variations and shades and opposites. These ideas are widespread among primitive races. The meaning of the terms mana and manitou is difficult to explain because the notions involved are vaguely defined. The Indian who eats the heart of a brave enemy killed in battle, does so because the heart is manitou or contains manitou. The Polynesian prizes his spear because it is mana, something more than and inclusive of its other good qualities. Or again the same term may be used to describe the dream of good men. Taboo is another animistic idea, which is wide spread and exerts a tremendous influence in the life of men. The king's house is taboo to the ordinary man. Caches of food are taboo to all but the owner or a starving traveller. Some actions are taboo for all members of the tribe, others for all strangers, some for men, others for women. A taboo may act as a law or principle of conduct or a means of sanitation or as a military precaution. It may on the other hand have no apparent or assignable reason for being but gets itself observed scrupulously and is infringed on pain of death or other punishment inflicted by the tribe or spirits or by virtue of the power inherent in the taboo itself. Frazer's "Golden Bough" is a storehouse of fascinating information on these and similar conceptions.

Primitive man, somehow, derived the idea of the soul existing independent of the body. He practised sympathetic and mimetic magic to influence the living things about him. A tremendous amount of magic was invoked to make the weather what he wanted it to be. He developed beliefs concerning the souls of the dead and practised magic to keep them from troubling him. It was in connection with the knowledge concerning these religious and magical practices that there arose a body of experts who made knowledge their province.

The chief characteristic of primitive thought is the tendency to rationalize, to put more meaning into the data than the data are worth. This quality of men's thinking precludes any inspection of phenomena. It makes criticism intolerable and the critical temperament an ignoble thing. On the whole the legacy of the primitive mind which was built up on misapprehension and worked without criticism may be dispensed with in the modern world.

Items from Overseas

(By M. J. G.)

Views of leading educationalists on "Economy in Education"

On any showing it is a deplorable state of affairs for any nation to attempt to save at the expense of its children. We had an opportunity in the past of learning the suicidal unwisdom of such a course. The lesson does not seem to have been learned effectively.

* * *

We commend to our readers the striking words of Sir Robert Hadfield, the head of the famous Sheffield firm of steel-makers: "If we want the surgeon's knife in our national finance, there are many limbs on which we can operate before we try the drastic method of decapitating our national life by lopping off our education."

* * *

For good or for evil the people of this country (Great Britain) have taken the government into their own hands, and they are going to do so in fuller measure in years to come. Is it wise to let children away from school at the age of 14 only quarterly educated when they have to face the responsibilities of citizenship of the British Empire? These people are not ready for that big job. Let them be kept at school till they are 15 and carry on until 18, and have some kind of an approach to an education adequate to their citizenship.

Annual Report of the A.T.A. to the A.E.A.

By H. C. Newland, B.A., LL.B.

Mr. President, Ladies and Gentlemen:

I have had a great deal to say to you yesterday and today, and I do not know whether I should inflict myself upon you again or not, but I have been asked to give a report of the proceedings of the Alberta Teachers' Alliance for this last year, and agreeably to the policy of never turning down an opportunity to carry on the good work, I feel that in spite of my personal inclination to the contrary it is my duty to deliver my report.

It has been the custom, I believe, for the representative from the Alliance to address the Alberta Educational Association in regard to the year's work. Mr. Stanley ably performed that function last year, and, introducing himself and his address, he made the remark that the Alberta Teachers' Alliance owed that duty to the Alberta Educational Association, as the A.E.A. was the parent organization. Now I wish to take this opportunity to make a few remarks in regard to what seems to me to be a misunderstanding as to the relations subsisting between the A. E. A. and the A. T. A. Mr. Stanley stated that the A. E. A. was the parent organization. We acknowledge the paternity, and we hope that he is as pleased, with the progeny.

You will also have noticed a letter which appeared in the Calgary Albertan not so very long ago, on February 18th, signed by the Secretary of the Alberta Educational Association, in which it was made abundantly clear that the Alberta Teachers' Alliance was the official organization of the teachers of this Province. That was made perfectly clear. No one who read that letter could misunderstand the purport or intention for one moment, and the letter concluded by stating that the "two sister organizations" ought to carry on together in peace and harmony. You will observe that the figure has changed. A relation of paternity has changed to a relation of sisterhood; but, sir, I believe that the relation is something different yet. I have the idea that it is a case of dual personality; that, in other words, the Alberta Teachers' Alliance is simply an "alter ego" of the Alberta Educational Association, and I must say, as President of the Alliance, that we appreciate the bold stand taken by the A. E. A. in clearing away any obstacles to a proper understanding of the relationship existing between the two organizations. Permit me, without any fulsome flattery or adulation, to make a remark or two regarding the personality of your President. Your organization may, I think, in all propriety be said to bear a precious jewel in its "head," and that jewel you have in the person of your President, Mr. Stanley. I wish to pay a tribute to a man who has stood four-square to the issue, who has fought like a man for every important principle which came before the Alliance; and I think that if our organization in this Province can always command the services of such a man as Mr. Stanley we have absolutely nothing to fear.

Let me pass on now to a few of the important facts in regard to the work of this year, and you will pardon me if I am somewhat discursive in dealing with these matters, because I do not wish to burden you with all the details and ramifications of the various controversies and other matters which have come before the Alliance, but to give you, as an organization interested in education, some sort of picture of the important and outstanding features of the year's work.

First, I may refer to the formation of the Canadian Teachers' Federation, which, as you probably all know, is an organization formed in Calgary last summer, consisting of the provincial organizations, beginning with the British Columbia Federation, the Alberta Teachers' Alliance, the Saskatchewan

Teachers' Alliance, the Manitoba Teachers' Federation, the Ontario Secondary Teachers' Federation, the Ontario Men Teachers' Federation, the Ontario Women Teachers' Federation, and the Federation of Protestant Teachers' Associations of Quebec. I may add that the latter organization has been received into the fold since the formation of the Dominion-wide body last summer in Calgary, and, taking all these organizations at the present time, I think we are safe in estimating that the total membership amounts to approximately 25,000. It may be more, but I think it is at least that number. This Federation has been formed for the purpose of guiding the teacher organization movement throughout the Dominion, and it has already begun to function. The constitution has been very clearly put before you a number of times, but it is interesting to note that the clearest statement of the constitution came from the official organ of the Quebec teachers, in which there could be no mistaking their interest and good wishes in the work that is being done by that organization. The constitution simply is this: that every organization or teachers' Alliance in Canada which will come in, may come in and contribute members to the executive. The executive at the present time consists of members representing all the Alliances which are included at the annual meeting to be held next year either in Saskatoon or Toronto. It will be the privilege of each affiliated organization to send delegates. These delegates will then constitute the executive for the following year, and will initiate such legislation and measures as will be found to be in the interests of the organization as a whole. An interesting point about the constitution, and the fundamental basis of the organization, was that it should begin from the ground and build upward. Each provincial organization maintains its own identity, and its own individuality, and it is only by a unanimous vote of the executive that any regulation may be passed, so the interests of the teachers in the various Provinces are protected, and in this way there is the possibility of finding common ground on which we may all work together.

The organization is functioning. Telegrams were received not more than two weeks ago from the Secretary, Miss Arbutnot, of Toronto, assuring the teachers of Edmonton of "sympathy and support." Those were the words. Mr. Charlesworth, president of that organization, after adjusting the affair in New Westminster, sent a similar telegram of encouragement, showing clearly enough that the organization is "on the job." The organization in Ontario has been active. A lively affair was staged at Fort William. A similar affair, I believe, has been taking place in several parts of Ontario. There has been a dispute in Ingersoll. We have also, coming nearer home, evidenced that the Saskatchewan Alliance has been working. There has been trouble at Moose Jaw, and also at Regina. Thus we find that throughout the country the various organizations are actively functioning.

Our General Secretary has given you some light on the obscure condition of the Magazine. I think that some people have been wondering just what was the system under which it is financed and carried on. It is entirely a home-grown product, and taking it as such, I do not think that a great deal of criticism is due. I may say, however, that the Magazine can be made just as good as the teachers of Alberta are willing to make it, and therefore if it falls short of your expectations you are the ones upon whom the blame can properly be placed. I should like to point out that it will be necessary for every teacher in the Province to make some effort to make that Magazine a success. It is not necessary that you wait until

you receive a wire from Edmonton asking you for goodness' sake to send in some news, notes, or reports which you consider interesting, or reports on matters concerning the doings of your Alliance. That work has to be done, and if you have anything which would be of interest to your fellow-workers in this Province, it is up to you to see that the editor of the Magazine is furnished with that material.

Another point with which I should like to deal is the Bureau of Research which has been inaugurated. It was organized to meet the criticism that the Alberta Teachers' Alliance was interested in nothing but the question of raising salaries. We find that we can co-operate with other organizations, and with other educationists of this Province who are not members of the organization, by asking them to take part in the work, and to sit on our committees. There were two committees appointed, one to deal with the question of taxation. This committee included prominent men from Calgary and Edmonton who are not teachers, but interested in the work. The other was to deal with the question of the curriculum. We have not made much progress in that direction for the simple reason that, owing to the stress through which we have been passing, our time has been occupied to such an extent that very little was left to see that the committees could properly function.

Another important step which I think will meet with your approval has been the appointment of the General Secretary-Treasurer. If I cite to you the Redcliff case (and you are familiar with that), if I tell you that he has been the means of settling similar cases such as the Beverly affair, and the Youngstown incident, that he went to Cardston and to Lethbridge, that he has made several trips to Calgary and also to Medicine Hat, that he has attended conventions at Consort, Olds, Lacombe, Camrose, Lethbridge, Hanna, and Oyen, and that also he has been able to adjust disputes and difficulties in other districts by the half-dozen, you can easily see that he has given a good account of himself, and that the Alliance has made absolutely no mistake in choosing a man who could devote his time exclusively to that work. It is interesting to note that our policy has been proved correct because the Manitoba teachers have followed in our footsteps in the matter, and Mr. E. K. Marshall, Principal of the Portage la Prairie Collegiate Institute, has been chosen to be their organizer and travelling secretary.

In regard to the contract, I do not wish to enter into multifarious details which have wound themselves around this difficulty. It seems to me however, that I should properly state here that the fundamental principle upon which our contract was based, namely the right of the teacher to be present at any investigation concerning itself with his efficiency or otherwise, and to be represented at that investigation by a member of his organization, was one of fundamental importance, and never from the outset have we deviated from that policy for one instant. That has been the "sine qua non" in all negotiations which have taken place with the Minister of Education or with any school boards in the Province. If the Department of Education were to make an attempt which would be legally justifiable to dislodge us from that position, nothing short of amendments to the School Ordinance would suffice. It would be necessary for them to amend Clause 151, which gives the teacher the right of modifying or amending the contract. Although the contract may be the contract as prescribed by the Ordinance, yet it may be altered as may be mutually agreed upon between the teacher and the board. That has been the crux of the whole matter, and we know that our policy has been correct. It has been backed up by legal opinions which show us that no mistake has been made. The organization exists for the purpose of reiterating this principle, that teachers are not and will not be the hirelings of their trustee boards. The old "hire and fire" policy, so far as we are concerned, has gone by the board, and it seems to me that our next step may very properly be an attempt to eliminate the prejudice of outworn ideas in that respect. We have

therefore drawn up a substitute clause to be used in place of clause 5 in the contract, and the legal opinion in regard to that is that it is absolutely sound, and in fact it has been adopted already by some of the boards in this Province. After the annual convention of the United Farmers of Alberta, held in Edmonton this year, that clause was placed before a full board of the executive, and after some discussion, that body endorsed the clause, and we were told that we might in due course make use of that information. Certainly it was a first-class argument in favor of the essential and inherent soundness of our position.

We have made an effort this year to increase our membership, but of course owing to the fact that fees were very much raised it could not be expected that we should by any large amount increase it. We have done very well to have held our own, and in addition we have the satisfaction of knowing that the Normal School students of the Province are giving us a hearty measure of support this year.

We have made some effort to intensify our control over locals by asking that the constitutions of locals be submitted, so that after ratification the locals may be given a charter. In that respect we are showing that there is such a thing as a proper procedure that a local may be in good standing in the organization.

We have also attempted to make known our position to the public by sending delegates to every convention which was in any way interested in education. At the U. F. A. convention in Edmonton a delegate was present who was permitted to lay the case before the farmers. We also sent two delegates to the Alberta Federation of Labor, which also met in Edmonton. We met the Civil Servants gathered in Edmonton, and sent a delegate to address the Trustees' Convention at Calgary.

Now I want briefly to make a few remarks in regard to that Convention. I wish to state that I am giving you my impression as a whole and I think that this is necessary in order that we may be guided in the future. One outstanding impression was this, that in reality there were no signs given of any unequivocal desire to co-operate with the Alliance. I do not think there was a single resolution passed at that convention which in any way evidences such a desire, and I may frankly state that when some of the resolutions were passed there was an open attitude of hostility. When the "substitute clause 5" was put before the convention and flatly turned down, the delegates whooped and yelled, and seemed to think that they had for once put the Alliance where it belongs. I regret that it is necessary to state this fact, and I hope that in time to come, when perhaps the teachers and trustees understand each other better, the trustees will modify their views. A change of heart has already been shown to a certain extent by their attitude at the recent conference between the trustees and the Alliance at Edmonton, when the trustees felt that they should recede somewhat from their former views. We were told that the reason behind the attitude of the Calgary convention was this, that there was a fear of that \$1200 minimum. That was the thing. They said that people became as it were obsessed with the economic menace of that \$1200 minimum, and that distorted and colored their views throughout the whole convention; and on reviewing the whole affair, I am inclined to regard that as perhaps a satisfactory explanation.

To pass on to the question of the rural teacher: rural teachers sometimes state that the Alliance means nothing to them, that the Alliance can do nothing for them. Now I think if you have no other evidence you have the evidence which I have just cited. Why did the trustees refuse, not only at the convention but at conferences, to meet us in the matter of contract? Because they do not want the Alliance to be able to send a representative into the district to go to the support of the teacher and adjust any difficulty. Why should a trustee board fear the presence in their district of a common, ordinary school-teacher? Well, the reason is this: it might be possible that the provincial executive would send someone who was somewhat expert in unravelling these mysteries, and

in that case the board might be under the necessity of reinstating the teacher, and perhaps even of paying more money. That is the solution, and I say to the rural teacher who thinks that the Alliance policy has no value for him that he is grossly deceived as to the real facts of the case. It is quite true that some of the young Normal students who are fired with optimism and incurable individualism go forth into rural districts and take up the work with the idea that they are going to carve out a career for themselves, but probably it is not long before they discover that there is an economic undercurrent in the situation. The career which they have begun with so much enthusiasm is after all not going to "pan out," and they then realize the need of some organization which will give to teaching a permanency as a profession.

I have also been told upon good authority that some of the teachers going out, who were really not members of the Alliance, passed themselves off as members with the statement that they were members, and could not afford to take less than the \$1200 because the Alliance did not permit them to do that. That may or may not be the case, but I think that the young teacher must admit that there is something to be said for the organization which contains all of the older heads and practically 100% of the teachers of the four leading cities, men who have had experience, men who believe in optimism, —oh yes, optimism, "that cool, calculating optimism which achieves results." Let any teacher who is in doubt as to the possibility of the Alliance functioning for his benefit read the account given of the Beverly case in the February issue of the A. T. A. Magazine.

I pass on now to the salary campaign which was instituted in Calgary and Edmonton. I do not wish to say anything more than this, that it was necessary to do something to meet the claims of the older teachers in these two cities. When men who had chosen to make teaching a life work found themselves in such a position that they could not place their family on the same economic basis where they themselves had been; when they found, in other words, that they were slipping down instead of climbing, it was felt that something had to be done more than had been done last year to retrieve their position, and therefore a campaign of publicity was instituted in both Calgary and Edmonton.

Now, a few remarks as regards the general outlook. One of the charges which is very properly made against teachers is that they have not even got away from the old individualistic psychology, and indeed, we hear a good deal on that score from several sources. I understand that a member of the Medicine Hat board takes this ground: frankly states that teaching is only a stepping-stone. Why should men remain in the profession? If they stay very long and grow old in the profession there is something wrong with them, and therefore they are not entitled to very much sympathy. In the teaching profession the man who is foolish enough to hold on when everybody is letting go, must accept the inevitable result of his own foolishness. What is this idea that if you are any good you are going to get out of the teaching profession? There are various explanations offered for it. There seems to be the idea on the part of some that we must face economic facts as we find them, and if we cannot make a living at teaching we should try something else, but surely that is very short-sighted policy. I might cite the explanation given by Mr. Everett D. Martin, who, writing on crowd psychology, states that our democratic public opinion doesn't want virile men with ability and brains, and women who have the ability to do things. They are not wanted in the profession. It may not be expressed as a reason but that is the idea in the background of many people's thinking. I note with considerable interest that in a recent issue of "The School," Mr. Sandiford stated practically the same thing. He says: "What is the cause of all this reaction? It is this: the ruling class are afraid of an educated democracy. They desire obscurantism rather than understanding." Professor Sandiford is an Old Country man, and I think he knows the situation. This is his solution of the

problem as to why so many people say, "If you don't like teaching get out of it and take up a man's job." Another thing: as individualists we must remember that individualism has its limitations. I think that the day of individualism is fast passing away. Mr. Charles M. Schwab, President of the United States Steel Corporation, has made the statement that we are now in an era in which socialistic effort of all kinds will be the order of the day. Mr. Elihu Root, member of President Harding's cabinet, states: "Society today is organization, and the individual who doesn't belong to some kind of alert and functioning organization is absolutely helpless. He is in the grip of forces over which he has no control." If that be the case it seems to me that teachers make a great mistake if in their anxiety to see the woods they look too long at the trees. Many are so busy trying to raise the status of the profession as individuals that they have no time to raise the status as an organization. This is the trouble, and it accounts for small attendances at local alliances. They all protest that they are doing important professional work, work which will in the long run redound to the glory of the profession. We have heard that for years and years, and it has produced no results. There is only one way, and that is to cease working as individuals and work together as an organized body. There are signs that in some parts of this Province the teachers are beginning to realize that the only thing worth while is "the long pull, the strong pull, and all pulling together." When we realize that throughout the whole Province we shall be able to solve the difficulties which we face.

There is another point I should like to make. It is said that this year through our machinations we have brought down an avalanche of unfavorable publicity, and ultimately that is going to crush the life out of our organization. I do not believe that. I do not believe that the ultimate effect of the year through which we have passed is going to be any other than good for the organization. I believe that if the public once realizes that we are an organization of strong-minded men and women who have the courage of our convictions, who are not fooling or trifling, in spite of the fact that we have met with publicity which has been unfavorable, the ultimate outcome will be a status and a place in society that we have never yet been able to reach. I have no doubt whatever in regard to that. It is quite true that this has caused a throb of anxiety and perhaps a keen arrow of terror to many a trustee of the older school who has not been able to keep up with the development of the times in his cerebrations. It has no doubt shocked that type of trustee to find himself face to face with an organization consisting not of obsequious, pusillanimous underlings, but of men and women who have been disillusioned, men and women who have come out to face economic facts as they are. When the drapery of fine phrases which has long veiled the poverty and nakedness of the profession, has been torn away, and we see with the eye of reality, I think we shall, to a great extent, have solved our problem. It is a matter of education. It is a matter of getting the public to realize that something ought to be done, that something must be done, and that the teachers are going to do something which will raise their status. We find, too, that some teachers think that publicity is to be deprecated. There is a type of teacher who thinks that if we are not very careful we are going to arouse antipathy to such a extent that the public will do nothing for us. We do not expect the public to do anything for us. We have to do it for ourselves. No one seriously supposes for a moment that in raising the status of the profession that we are going to get sympathy, much less to get others to do our work. We have to do it ourselves. We must expect opposition. As Mr. Roper very eloquently put it before the Convention yesterday: "Surely we are not so ingenuous as to suppose that the public are going to open their arms to receive us, and say 'Welcome! welcome, brothers! This is just the thing for which the world has long been waiting.'" Not that, not that. It means a fight and we must realize that it does. This puts me in mind of a story of a stevedore in Vancouver. He was a

little, short foreigner who applied for the job of loading a cargo. The cargo consisted of anvils, each weighing three hundred pounds. The boss looked over the stevedore, and said, "You're no good for this job. These things weigh three hundred pounds." The stevedore said "Well, just try me." He worked away, and after a while all the cargo was loaded, and apparently all of the anvils were safely on board. Soon the attention of the employer was distracted by the sound of a splash. He looked and saw the head of the stevedore as he came up yelling: "Throw me a rope!" The stevedore went down, but soon came up again and said, "Throw me a rope!" then disappeared as before. The third time he came up and this time he called: "For heaven's sake throw me a rope; if you don't I'll let this anvil drop." This is just the position we are in. We must hold on.

A certain amount of criticism has been levelled against us in regard to our methods. Our methods—aye, that's the thing—the modus operandi. The first charge has been that of misrepresentation. I should like to ask your attention to an article which appeared not so very long ago, entitled "The Slave Mind." The motif of the article was this idea, that in all of our thinking we are to a great extent determined by prejudice—not logic but prejudice, and when people are prejudiced against your cause, even if your logic be perfect, they are going to find some flaw in it. They think you are misrepresenting them or doing them an injury, and that, in many cases, has been the attitude as regards the Alliance. Misrepresentation and criticism have been interpreted as synonymous terms. There is a type of person who, when he is criticized, insists that he is being misrepresented. We should have to admit that if that can be called misrepresentation, then perhaps we have indulged in the practice, because we have certainly been critical. The Magazine exists for the purpose of putting the teachers' viewpoint before the public, and it was necessary that we be critical. We must remember that environic factors may determine method. If our methods were said to be like those of the cave man one must take into account what were the cave man's enemies. They were the mastodon and the sabre-toothed tiger. You must understand that the cave man had to adapt himself to the conditions in which he found himself. That must be taken into consideration. It is quite true that public opinion may have to be educated, but it is upon the success or failure of educating public opinion that the fate of your organization ultimately depends. Now what is the great factor which determines public opinion? What is the great and powerful weapon that any organization must use to succeed? It is publicity. It is the press. The press is the greatest factor in

determining public opinion; therefore the issue was clear. We had to convert the public. How could we do it? Simply by using the weapon that was thrust into our hands. We did it, and that is the defence.

I should like again to point out the fact that at this stage of our organization we require a greater degree of discipline than ever. I think few of you realize just how much damage can be done by some careless word or trifling phrase said under certain circumstances and conditions. I might illustrate by reference to the Trustees' Convention. I found myself, in addressing them, faced with an audience in a building half as large again as this, packed to the doors, with men standing at the front and all around. As I looked over that sea of faces I saw some, many, perhaps the majority there, all showing more or less apathetic indifference. I found perhaps a few mermaids glancing out from amongst the waves in the sympathetic faces of maybe a dozen, but I also noticed the whitecaps of hostility in the faces of a very large number. It was a critical time. I was there for the purpose of defending the organization of which I am President, in the very teeth of opposition. I think you will agree that that was a very difficult task. When I had finished that defence I was questioned for perhaps an hour. Every conceivable sort of question as to regard to the organization was thrown at me. I had to be very careful. I tried to deal conscientiously with the question of status. What did I find? That the Minister of Education quoted a letter from certain teachers in Castor who went behind the back of the organization and stated that they were not in agreement with the executive in their action and repudiated it. Because of the eager hostility of some of the Trustees and the critical tension of the moment you can see the necessity of having some means in our organization of bringing a strong arm to coerce those members who simply will not play the game.

This has been an anxious year. The executive has had many a critical moment. There have been times when nothing but blackness and thunder-clouds loomed up. I think to some extent we can say that we have passed through the fiery furnace of tribulation, and perhaps through the slough of despond; and that we have avoided becoming too hilarious with some of our successes and too downcast with some of our failures. Now we are facing the dawn, I believe, the dawn of a year in which the teachers may possibly begin to come into their own. We can do it if we all stick together, if we fight not as individuals, but as organized campaigners who have but one purpose and one ideal, forgetting self, remembering that their cause is just and must ultimately prevail.

Co-Operation Between Parents and Teachers

By W. B. Poaps, Principal, Sedgewick Public School.

The subject means the helping of the one with the other in the important business of bringing up a child in the way it should go, in the best way—How the two institutions, the home and the school may plan and work together in the fundamental work of sowing the right kind of seeds in Danny.

The trend of events in this modern fabric of life would lead one to believe the statements that have recently and repeatedly been made regarding parents shifting responsibility of the care of the child on outside bodies, shifting the care of the child on the state. The modern home, it has been said, brings the child into the world, feeds, clothes and lodges the child and then shifts the responsibility of his education to the school, his morals to the Sunday school, his religious training to the Church, his health, even to the municipality or state.

It makes one wonder what the home is really doing for its child? Is it even really teaching him to tell the truth?

There is some truth in the statement that parental discipline has become but a phantom of the memory in many homes, that real old time parental duty toward the child. Let your boy (or girl) know that you are with him in his joys, sports, his sorrows, his aims; supervise, guide, advise and direct him in the main; if driving is necessary to the accomplishment of a desired end, do not hesitate to drive when he is young. It can be done with much less loss of dignity to both teacher and the taught now than later on. "As the twig is bent so is the tree inclined."

• Consider for a minute—the material we are working with: Cornelia, a gracious and handsome woman of Rome was entertaining a lady friend of very high rank—a lady dressed like a princess—one who spends a great deal of her time between the comb and the glass—a lady bedecked in silks and jewels. When this fashionable companion did naught but brag of her fine robes and jewels, the noble and devoted

mother, Cornelia, listened with patience because she was the hostess to the lady and showed none of the disdain she felt for the poor frivolous creature as she dwelt upon her own beauty. The grand lady remarked to Cornelia, "You have fine robes, you have jewels; show me your jewels." . . . Cornelia at length rose and went into another part of her chamber, but soon returned, leading, one in each hand, her two little sons; "These," she said, "are the only jewels of which I can boast." There two sons became the famous Gracchus brothers, great reformers of Rome, and Cornelia will always be remembered as their mother, the mother of her jewels.

I am advocating a greater care in the home training of the child; it is slipping out of the parents' grasp, that thing called parental discipline is rapidly passing away—the school is working away, the church, the Sunday school, the Y.M.C.A., W.I.'s, and organizations; organizations are being founded by the score, but the home, the parent organization of all, the greatest institution in the education of its jewel, what is it really doing?

Six years, the first six of the child's life is spent in the home; then he comes to the school. Oh, how school teachers can read the home through its alphabet, the child, and what a vast difference is shown in the child from a well-disciplined home. Just here comes in the co-operative principle. Either the principles of the school will conflict with those of the home or fit in with and supplement them. If the former, pity the child—he is between the devil and the deep sea. If the latter, how the one will assist the other, both working harmoniously together for the one great purpose—that of character-building, that of educating the jewel.

So although there are many little ways in which co-operation between homes and school can be kept in mind, really the best way to get the co-operation is not to try to get it. It will be the natural result of the careful carrying out of the duties of the parent and the teacher. Each one work conscientiously and unceasingly at his job and co-operation of the sanest kind will automatically result as a consequence. The schools are working with the child. They must, to get him promoted through his grades; they have their work mapped out for them in a curriculum of an education department of the government: so many subjects in so much time. They must work to get a favorable inspector's report. It might be a good thing if there were home inspectors as well as school inspectors, educational inspection of the home, to see what advance was being made in the child's health, his cleanliness, his godliness and so on, his general care and efficiency.

Juvenile delinquency is largely a matter of prevention. The responsibility must rest upon the parent, for it is in the home that morals and religion can best be taught, and most freely. The wave of juvenile crime is due in a large part to the scarcity of moral training in the home, says a judge of this province in expressing his views on the moving picture controversy now being discussed.

Very often as the parent is going out to attend some society function, the child is left alone and neglected, and even in danger: while the parent is fighting evil in some organization down town, the devil is entering the back door of his own house. Let's have fewer suffragettes and more home missionaries.

More real home training and home discipline is absolutely necessary to more closely fit into the training and disciplinary work of the school to get the real co-operation of parent and teacher. Few, if any, superficial or artificial methods will be needed but it will be an established condition already existing in the very best sense of the term.

Since, then, there is not this perfect home training, this perfect Utopia of parental discipline, there seems to sometimes exist a gulf between home and school which it is difficult to bridge. Along this line we have what are called Parents' Teachers' Associations organized; one in Allan Gray School, Edmonton, the officers of which are a teacher-president, a

parent-president, a teacher-vice-president, and a parent-vice-president, secretary-treasurer, etc. Members of the organization include all parents of pupils attending school and those of ex-pupils, teachers of the school and other friends of the school specified in the carefully drawn-up articles of the constitution. The object of the Parents' Teachers' Association of Garneau School, Edmonton, of which H. D. Ainlay is principal, is given to be: "To effect between the home and the school a sympathetic co-operation and mutual helpfulness in the education of children; to enable the principal and teachers to know from the parents first hand, the peculiarities and tendencies of the individual child; to foster an interest on the part of the community in the work of the school, etc., etc. Regular meetings are held from which result many good things contributing to a clearer understanding of the relationship between parent and teacher. These results often show themselves in more concrete form: class prizes, plants, musical instruments, wall pictures are supplied to make the school more homelike.

In this community the Women's Institute, the School Auxiliary Society, the generous Board of Trustees, and others, have filled this gap, have at least partially bridged the gulf unawares between home and the school in many tangible ways.

Let us all continue to have a great yearning for the opportunity which our position as parent or teacher brings to us, an increasing estimation of the two noblest institutions, the home and the school, not forgetting that they should have a higher place in the regard of our Canadian people and of our Canadian makers of opinion.

Promotion and Grading of Pupils

Chas. B. Willis, Alex. Taylor School, Edmonton, Alta.

Considerable interest has been taken of late in the measurement of intelligence and a few wrong impressions have been given to or received from persons who had little knowledge of grading. It might be well to clear a few of these incorrect ideas up and add a little to the evidence already submitted on this matter.

In dealing with ordinary promotions, it is not a case of examinations vs. the mental test as a basis for grading—though this point was emphasized in the work done with mental tests in Bradford, England; where, however, the tests used appear to have been poorly selected and the work was apparently not under the direction of persons expert in such work. It is not a case of examinations vs. mental tests but a matter of examinations plus mental tests. Each is of considerable value; neither contributes all data of value that the other does and both together are of much more value than either alone.

As anyone who has made more than an academic study of promotions knows, examinations are a rather good basis for promotions but are far from perfect. In all schools, the examinations are the deciding factor in regard to the great majority of promotions but it is not the simple case of some pupils having the required knowledge and so deserving promotions and others not having the required knowledge and so not deserving promotion. It is rather, in all classes, a gradual gradation of knowledge from those pupils who have the knowledge required for that grade, very well indeed, down to those who undoubtedly do not have it. Somewhere, in between, be your standard high or low, are quite a number of doubtful cases and the measurement of intelligence is very useful in grading these. If a pupil is doubtful according to his examinations but has fair intelligence, he is in all likelihood not working up to full capacity and so should be promoted and considerable pressure may well be brought to bear on him with a reasonable prospect of causing him to make good. If,

however, a pupil does poorly in his examinations and has poor intelligence he is working up to capacity and will likely not be able to do the work of the next grade as he has no potential, latent power that he can bring into play.

Actual figures show that the I. Q. is a fairly reliable basis for skipping pupils from Grade VI to Grade VIII in about 55% of the cases, while Grade VI marks are a satisfactory basis in only about 40% of the cases. The two do not measure exactly the same thing nor does either measure all that the other does for purposes of promotion since a composite of them gives a satisfactory basis for skipping in about 70% of the cases. Both are of value but the two together are much more useful than either alone.

The Measurement of Intelligence has been used in the Alex. Taylor school to a large extent in deciding cases of promotion and non-promotion where examination marks left the final disposition of pupils doubtful. The pupils at present are able to get through the eight grades in a year less than they were before its use—Let no one infer that they get through in seven years, in fact they still take slightly over eight years. Of the pupils who were in Grade VIII last year in the Alex. Taylor school, 32% made below the required 50% of the marks at the High School Xmas Examinations in Grade IX as against 34.5% failure in Grade IX for pupils who had been in Grade VIII in other schools. In Grade IX Commercial, the percentage of failure among pupils who were formerly in Grade VIII in Alex. Taylor was 28.5% as against 32.5% for pupils who had been prepared at other schools.

While these differences are not large, they are in the right direction and if these pupils do as well or slightly better than the average pupil in Grade IX, after the reduction in age that has been made in the Alex. Taylor school, surely the grading through the school, however done, must be done on a very satisfactory basis. If, however, in promoting from Grade VIII to Grade IX, the mental level had been used—the promotions from Grade VIII to Grade IX were required by a local regulation to be made on grade work and examinations—the percentage of failure among former Alex. Taylor pupils now in Grade IX would have been reduced to 16%, half of what it is when promotions are made on examination results. Evidently, the High School men would be better off, if, as they refer to it, all of the Grade VIII pupils who were allowed to go on to Grade IX were "I. Q'ed" up to them.

Education is pre-eminently the science where all people feel perfectly able to discuss all topics whether they know anything about them or not. Scarcely one teacher in a hundred realizes that here is a great body of knowledge in education about which they know nothing but which is of real value. About 99% of our convention addresses, magazine articles on education and educational books are pure trash. They start nowhere, end at the same place and have no practical application whatever, (perhaps they go in a circle around that place). Surely, it is time that we abandoned these verbalistic methods of deciding questions in education and took account of the facts and data which are staring us in the face. We need more scientific work in education. We need more education about education.

If we cannot appeal to patriotic considerations let us think of other perils that lie ahead. In the days to come we shall have to face competition, not merely for trade but for international ends. Can we, with this half-and-half education of ours, bear to contemplate a test for world supremacy or for political or industrial power? From the point of view of mere £-s.-d. and political sureness in the future we must get a better education for our boys and girls. Is that going to be denied them in the unholy name of economy in education?

A Real Education

A professor of a Western University has evolved a series of test questions for the educated which he avows are the best evidences of a real education. If you answer "yes" to each and all the questions you are truly educated, the professor says. Here are the questions:

1. Has education given you sympathy with all the good causes and made you espouse them?
2. Has it made you public-spirited?
3. Has it made you a brother to the weak?
4. Have you learned how to make friends and keep them?
5. Do you know what it is to be a friend yourself?
6. Can you look an honest man or a pure woman in the eye?
7. Do you see anything to love in a little child?
8. Will a lonely dog follow you in the street?
9. Can you be high-minded and happy in the meanest drudgeries of life?
10. Do you think that washing dishes or hoeing corn is just as compatible with high thinking as playing the piano or playing golf?
11. Are you good for anything yourself?
12. Can you be happy alone?
13. Can you look out on the world and see anything but dollars and cents?
14. Can you look into a mud puddle by the wayside and see a clear sky?
15. Can you see anything in the puddle but mud?

—St. Mary's Journal.

Croydon School Strike

Children as Monitors

When Croydon's elementary schools re-opened after the Easter holidays they were short of 500 assistant teachers, whose month's notice by the education authority had expired, the latter refusing to pay the Burnham scale of salaries. The notices of the head teachers were for three months, and these appeared for duty, but the task which confronted them was almost too much for their powers. The only possible way was to make some of the elder children class-room monitors. In some cases success attended the experiment; in others it did not.

The "strike" is for the London and highest rate of pay under the Burnham report, and for establishing the principle that the four scales laid down by that Committee shall not be departed from. Croydon has framed a compromise scale, somewhat under London rates. The council feels that full concession to the teachers may be taken as recognition of right of the Burnham Committee to fix all future scales. This would leave the council no control over a big channel of educational expenditure; it would merely be a collecting agency for the two-fifths proportion for salaries payable by the ratepayers. The London pay for assistant men teachers is £200-£425 and for women assistants £187 10s.-£340. Croydon offers men assistants £191 5s.-£402 10s., and to women £178 15s.-£322.

The chairman of the Education Committee states that they will welcome either paid or voluntary assistance, not so much for providing definite teaching for the children as to keep them harmlessly—if not usefully employed.—London People.

Injustice at Wainwright

Mr. Barnett's Report

I was present at a recent meeting of the Wainwright School Board for the purpose of watching the interests of the Alliance. The meeting was called at the request of Miss Jean R. Howard, B.A., who was served with a notice of termination of her contract with the board, and specifically, for the purpose of enabling the teacher to reply to any charges that might be brought against her, and to give the board an opportunity of stating the reasons for their action, and of confirming or rescinding their action.

On reviewing the proceedings of the meeting I am astonished that the reasons given by the school board for dismissing Miss Howard are so flimsy and lacking in fairness and justice. The reasons given were:

(1) That the Board had decided to engage another High School assistant at the minimum provided in the board schedule.

(2) That they had decided that next year mathematics and science should be taught by the principal—a male teacher.

With regard to point one: It seems to me that the action of the board amounts to an abrogation of the principle of a schedule. The Wainwright Board engages a teacher and includes a schedule in the contract—a contract which continues in force from year to year, and provides for an annual increase up to a certain maximum. It must be evident to all fair-minded men that it is not a moral act for a board to enter into a binding obligation to a teacher and after one year to take advantage of a legal technicality to economize at the teacher's expense. Are agreements signed by the Wainwright Board merely "scraps of paper"? How is any teacher to feel secure under a contract with them after a fellow teacher has gone through this experience?

Point two is yet more difficult to understand.

In the first place, is there any particular reason why a male should handle these particular subjects? Especially when it is realized that Miss Howard is peculiarly qualified to handle them, and since we have it on reliable authority that the principal is not a specialist in these subjects.

Even the members of the school board could not state what were the specialties of the principal. Furthermore, Miss Howard maintained that the High School Inspector at his recent visit recommended to her that next year she should take science subjects in addition to mathematics.

The board very definitely stated that they had not yet received the High School Inspector's report. Surely the High School Inspector is the authority most competent to make suggestions regarding the distribution of subjects to be taught by the staff. Yet the board acts before receiving any recommendation from him.

Furthermore, the results of the year's examinations are surely a criterion of a teacher's efficiency. But the board takes drastic action even before the exams. are held.

The whole situation may be summed up as follows:

(1) Last year's board signs a binding contract with a teacher.

(2) This year's board, without (in our opinion) any adequate reasons whatsoever, sets it aside.

(3) No charges of inefficiency, misconduct, or incompatibility, against the teacher; yet she is humiliated and dismissed.

(4) The inspector's report on last term's work is not unfavorable to Miss Howard, and the chairman seems to be the only member of the present board who has even read it.

(5) Miss Howard has received summary notice of dismissal, yet neither of the reasons given were brought to her attention previously to her dismissal; not even a hint of any

kind was given that her services would not be further required.

(6) No opportunity was given to Miss Howard to consider or reject the board's proposed change in the salary schedule, nor the opportunity of choosing the subjects which presumably will be assigned to the new appointee.

The teachers of Alberta cannot possibly allow this unjust act to pass by unnoticed, and the Alliance begs leave to bring to the attention of the Wainwright citizens the fact that an unenviable notoriety of the Wainwright Board must sooner or later react on the minds of the teachers of Alberta, to the disadvantage of all concerned.

Suggested Constitution for Local Alliances

Many Constitutions have been forwarded to Headquarters which are by no means complete and definite. It was thought that the following might serve as a guide to Locals who have not yet forwarded their Constitution for approval; also to those who are forming Locals:

I. NAME.

The name of this Organization shall be the District Local Branch of the Alberta Teachers' Alliance.

II. OBJECTS.

The objects of this Organization shall be:

- (a) To further, in this District, the aims and objects of the Alberta Teachers' Alliance, Incorporated.
- (b) To promote and develop a fraternal spirit amongst the teachers within the District served by this Local.

III. MEMBERSHIP.

- (a) Any teacher who is eligible to become a member of the Provincial Teachers' Alliance shall be eligible for membership of this Local.
- (b) Any member in good standing of the Alberta Teachers' Alliance, Incorporated, who has paid, in addition to the annual Provincial fees, the fee required by this Local Alliance, and who has agreed to be bound by any and all of the rules and regulations of this Local, and who has been regularly admitted to membership of this Local shall be deemed to be a member of this Local.
- (c) Every member shall adhere to the code of honor adopted by the Provincial Teachers' Alliance, and he shall undertake to abide by all decisions and resolutions of a regularly called meeting of the Local, whether such decisions and resolutions involve a business transaction or a question of policy.

IV. FEES.

The fee for this Local shall be per and such other fee as may be levied from time to time.

V. MEETINGS.

Regular meetings of this Local shall be called at least once each month. The regular monthly meeting shall be called on

VI. QUORUM.

The number of members required to constitute a quorum at any regular or special meeting shall be at least one-third of the number of members appearing on the roster of membership, and in no case shall be less than five.

VII. NOTICE OF MEETING.

Every member must be given at least two days' notice of all meetings together with an outline or agenda of the business to be transacted at the meeting; provided, however, that any general or special meeting may by a vote of two-thirds of the total number of members on the roster waive notice of a meeting or any motion brought before the meeting.

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VIII. ROLL CALL.

The Roll shall be called at each meeting and the names of absentees recorded in the minutes.

IX. RULES OF PROCEDURE.

The Proceedings of all meetings, general and special, shall be regulated by the Official Rules of Order of Procedure for the Alberta Teachers' Alliance, Incorporated.

X. DUTIES OF EXECUTIVE.

It shall be the duty of the Executive Committee:

- (1) To prepare the agenda of business of all meetings.
- (2) To investigate local grievances, and make reports of such to Headquarters.
- (3) To supervise generally the affairs of the Local and the members thereof.

XI. OFFICERS.

The Executive of the Local must include: President, Immediate Past President, Vice-President, and Secretary-Treasurer; but this Executive may include, in addition to the foregoing, a Press Correspondent, Representative to the School Board, Chairman of Standing Committees and such other officers as may be deemed necessary.

VII. DUTIES OF OFFICERS.
PRESIDENT.

It shall be the duty of the President to call and preside at all meetings; to be the Chairman of the Executive Committee; and to authorize the expenditures of the Local.

VICE-PRESIDENT.

It shall be the duty of the Vice-President to take full charge of the affairs of the Local during the absence of the President, and to be an active member of the Executive at all times.

SECRETARY-TREASURER.

It shall be the duty of the Secretary-Treasurer: to keep an accurate record of all proceedings of the Local; to keep the books of account; to take charge of all moneys collected; to remit without delay to the General Secretary-Treasurer all provincial fees paid by members of the Local; to bring before the Local all official notices, etc. from Headquarters; to make the necessary disbursements authorized from time to time; to make and send to Headquarters such statements and reports as may from time to time be necessary; to give the necessary notice to members of all regular and special meetings.

PRESS CORRESPONDENT.

It shall be the duty of the Press Correspondent to keep the doings of the Alliance before the public by writing articles, as authorized by the Executive, to the press; to send reports of meetings to the General Secretary-Treasurer for insertion in the "A. T. A. Magazine."

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How to Organize a Local Alliance

(1) Call together a meeting of teachers in your District. Perhaps a social evening after the meeting will be an attraction and will induce many of the teachers to take a preliminary interest in the meeting of teachers.

(2) If there are enough teachers present who are eligible to join the Alliance some one should be nominated to take the chair at that meeting and another as secretary until such time as the Local is organized.

(3) The first resolution passed should be:

"That a Local Branch of the Alberta Teachers' Alliance be formed."

(4) The following officers should then be elected: President, Vice-President, Secretary-Treasurer.

(5) The next item of business should be the drawing of the suggested Local Constitution, a copy of which should immediately be sent to Headquarters; also the names of the officers and a list of the members of the Alliance.

(6) The following are eligible to become members of the Alliance:

Teachers who are actually teaching at that time in schools which are supported by Dominion, Provincial or Local Taxation—Public School, High School, Technical School, Agricultural School teachers—provided that they are not "Permit" teachers. First, Second, or Third Class Teachers (Interim or Permanent) are eligible. "Permit" teachers can be interested in the Alliance by subscribing to the "A.T.A. Magazine."

(7) Those who have paid the Provincial fee subsequent to Easter, 1921, will continue in good standing until December 31st, 1921, but the membership dues for the year ending Easter, 1922, are due and payable forthwith.

(8) The Local fee as provided for in the Local Alliance Constitution must be paid in addition to the Provincial Alliance fee. The Local fee is used to defray local expenses—postage, stationery, payment of delegates' expenses to the Annual General Meeting. Provincial fees should be remitted to headquarters as soon as received.

(9) Normal School Graduates—those who have recently joined the Provincial Normal School Local Alliance and paid their fees—are not required to pay their Provincial fees until six months after the close of the Normal School Training Term (November), and when they pay their Provincial fees, 50c less will be required from them than from other members. If these members pay the Local fee they will be in good standing both as regards the Provincial Alliance and also the Local Alliance.

(10) We recommend the appointment of an organization committee, whose duty will be to see that every qualified teacher in the District is canvassed and invited to join the Alliance.

(11) A press correspondent is also recommended to be placed on the Executive of the Local Alliance in order that reports of meetings and other matters of educational interest may be inserted in the local press; also in order that the Local reports may be sent to the "A. T. A. Magazine" for publication therein.

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Rural Teachers' Salaries Raised in Proposed Bills in California

If certain proposed revisions in bills to be brought before the state legislature are passed, it will be possible for school districts having fewer than 36 average daily attendance to pay their teachers \$1200 a year through state and county money. This statement has been made by F. F. Martin, county superintendent of schools, recently returned from Sacramento, where he spent several days as a member of the legislative committee of the state association of school superintendents.

The session of the committee was given over largely to the revision of assembly bill No. 456 and senate bill No. 310. These bills treat of the apportionment of the school revenue resulting from the enactment of the constitutional amendment, familiarly known as amendment No. 16.

In the proposed amendment form, the bills look chiefly to the interests of the small schools. Hitherto, apportionment of state and county money has been largely on the basis of average daily attendance and the larger schools have benefited more in proportion.

Under the amended bills, the teacher basis has been lifted and consequently the amount remaining for apportionment on the unit of attendance is less. There are 2320 school districts in the state having less than 36 average daily attendance. Under the revision, such districts would receive enough state and county money to enable it to pay its teacher \$1200 a year.

The amended bills provide statutory teachers as follows:

One for each 35 or fraction of 35 in average daily attendance; one additional teacher for each 300 pupils in average daily attendance in districts having 300 or more pupils in average daily attendance; one for each 500 or major fraction of 500 pupils in average daily attendance in the aggregate in those districts, each of which has less than 300 in average daily attendance. In such larger districts, the number of additional supervisory teachers is found by dividing the total number in average daily attendance by 500.

The apportionment on the teachers' basis will be for the first statutory teacher, \$1400, of which \$700 is paid by the state and \$700 by the county. For the second statutory or supervisory teacher, the sum of \$1000, and the same amount for any additional.

The attendance money apportioned on the unit of average daily attendance will be about \$9, half of which is paid by the state and half by the county.

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Alberta's Upward Progress

No greater tribute to the Alberta government could be paid than that offered by Mrs. H. M. Edwards, of Macleod, president of the provincial council of women, who, in the preface to the first and second editions of her book on "The legal status of women of Alberta," says that "the women of Alberta are more favored in regard to legal status than are those of any other province in Canada." Such a tribute might justly be applied to all classes in the province, for the legislative record of Alberta's Liberal governments has been one of consistently upward progress, many of the enactments placed on the statute books having been adopted by other progressive governments of Canada and elsewhere.

For Rural Districts

Although the needs of urban communities have been well looked after, the legislation enacted for the special benefit of the rural parts of the province is of striking importance. The appropriation this year for roads, bridges, and ferries is over two and one-quarter million dollars, making a total appropriation for that purpose in five years six and one-quarter million dollars. The province has been covered by a network of telephone lines, so that now even the most remote districts are in almost instant touch with populated centers. When unfavorable seasons were experienced in certain portions of the province, the government did not hesitate, but paid out nearly one and one-quarter million dollars for seed grain, feed, and other relief. The

"Cow Bill" has been wonderfully successful in enabling farmers in newer districts to secure cattle under government loans. Farmers are protected under another act from unscrupulous machinery and other contracts. A great deal of other and similar legislation might be mentioned. The government in all its dealings has recognized that the future development of the province rests largely with the agricultural, live stock, and dairy interests, and has endeavored to encourage them to the full extent of its power.

In Interests of Women

Alberta women are especially favored. Alberta was the first province in Canada to grant equal provincial and municipal suffrage. A mother has equal rights with the father in their children. Married women have full control of their own property. Women have a special interest in the "Exemption from Seizures Ordinance," which protects the family home from seizure under execution. A widow's interest in her husband's estate, despite provisions in a will to the contrary, is also protected. Other legislation has been enacted for women. What more could the government have done for them?

Helping Rural Schools

The educational facilities in Alberta are on a high plane. In order to promote the efficiency and encourage the permanency of rural school teachers, the government pays one-third of the cost of building and furnishing the teachers' home. Consolidated schools, where they are desired, are aided by government grants. Where consolidation is impossible or is not desired, three times the usual grant is made to two-room schools, so that educational facilities may be largely increased. The educational opportunity of the child in the country is now more nearly equal to that of the child in the town or city, by reason of special legislation providing for high school education in the rural districts. The government believes in providing adequate educational facilities for even the most remote districts, so that the children of settlers miles from a railroad or settlements may have a fair start in life.

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